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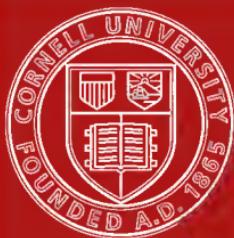
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Personal note from secretary

A friend in Chicago sent me the accompanying pamphlet, calling attention to the passages marked. 10,000 copies are being distributed broadcast.

I should greatly like to know what you think of it. If you can not give more time, please note at least pages 29, 43, 47, 54, 55, 70 and 72. Names of regents are marked R.

Melvill Dewey







New York State Educational Exhibit, Columbian Exposition, Chicago.

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THE

# SCHOOLS OF NEW YORK.

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A GLANCE AT THE COMMON SCHOOL SYSTEM

OF THE

EMPIRE STATE.

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Prepared by the Department of Public Instruction.

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ALBANY:

JAMES B. LYON, STATE PRINTER.

1893.

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# THE SCHOOLS OF NEW YORK.

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## A GLANCE AT THE COMMON SCHOOL SYSTEM OF THE EMPIRE STATE.

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PREPARED BY THE  
DEPARTMENT OF PUBLIC INSTRUCTION.

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It is a proud record — this wide, outspread, many-colored history of the common schools of the Empire State. Its beginnings go back to the days when the State bore another name, when the sturdy, independent spirit that animated the new-born Dutch republic first breathed upon the shores of the Hudson and quickened into active life the germs of liberty and enlightenment, afterwards to blossom forth in such fair and fragrant manner. The national abhorrence of tyranny, grounded in the hearts of those colonists from the Netherlands, included ignorance on the list of tyrants, and education became with them the synonym of liberty.

At the dawn of the seventeenth century, when the stout-hearted English captain was preparing for his memorable voyage in the Half Moon, and for the founding of a colony that was to become the greatest commonwealth in an immeasurably greater republic than that under whose flag he sailed, Holland was foremost among the nations of Europe in the education of its citizens. Schools immediately followed the establishment of a regular colony on the Hudson, and Adam Rolaendson, the schoolmaster, was one of the earliest importations into the Empire State. Schools were prized by the colonists as much as food or shelter, government and protection.

The States General, after a long, heroic war of independence, paid particular attention to the welfare of the schools and made education the chief bulwark of the new republic. It was exceptionally good stock that laid the foundations of our great State.

The Dutch colonists came from a land which will glow in the pages of history forever as the scene of the first great struggle for liberty in Europe, as the high-water mark from which the waves of feudalism and tyranny first began to recede. They brought with them to the new world the love of liberty which had grown up in their native land, moistened by the blood and suffering of countless martyrs, and strengthened by the prestige of countless triumphs over the banded forces of oppression. They also brought with them the love for the school, which they revered as the palladium of their liberties, the fount of patriotism, the conservator of good government. The school had an especial significance to them, for it was the institution against which the efforts of tyranny were particularly directed during the eighty years' struggle in the Netherlands. Among the host of Dutch martyrs the name of the schoolmaster is of the most frequent occurrence.

"Neither the perils of war," writes one of their admirers, "nor the busy pursuit of gain, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their offspring to enjoy that freedom for which their fathers fought. Schools were everywhere provided at the public expense, with good schoolmasters, to instruct the children of all classes in the usual branches of education."

The early colonists on the shores of the Hudson were bluff, plain-spoken, earnest yet unpresumptuous men who brought over with them from the United Netherlands the liberal ideas, honest maxims and homely virtues of their country. With them came to the wilderness the church, the dominie and the schoolmaster. They came with no loud-sounding pretensions to grandeur in purpose, eminence in holiness or superiority in character. They showed that they were accustomed to do rather than to boast. Their clergymen were generally men of thorough education, who presided at the schoolmaster's desk quite as often as in the pulpit or in conventicle. The experience and suffering of the eighty

years' struggle for independence taught the sturdy Hollanders the value of schools and the necessity of State supervision over them, for not a little of their success came from the educated and intelligent spirit of their people.

### Early Efforts to Establish Common Schools.

The public documents of the Dutch colonial period abound with instances of the solicitude of the home government for the education of the young colonists. The charter of privileges and exemptions for patroons and colonists in 1630 laid particular stress on the necessity of making prompt provision for the support of a minister and schoolmaster. In the remonstrance of the inhabitants of New Netherland to the States General in 1649 it is earnestly recommended that there should be a public school, provided with at least two good masters, "so that first of all, in so wild a country, where there are so many loose people, the youth be well taught and brought up, not only in reading and writing, but also in the knowledge and fear of the Lord. As it is now, the school is kept very irregularly, one and another master keeping it open according to his own pleasure and as long as he thinks proper."

At the time this remonstrance was sent to the States General, Peter Stuyvesant was director of the colony, and he wrote earnestly to the Classis at Amsterdam to send out to New Amsterdam "a pious, well-qualified and diligent schoolmaster," as nothing is of more importance than the right early instruction of youth. The zealous Stuyvesant, finding there could be no school in the nascent metropolis for want of a schoolhouse, consented to give temporary accommodations for the same in one of the government houses. It was about the same period that it was enjoined upon the commonalty to have the youth instructed by schoolmasters.

Among such a struggling community, poor and uncertain as to the ultimate result of their efforts to establish a permanent home along the beautiful river of the west, there were not any financial inducements held out to the emigrating schoolmaster. In one of the colonial bills of 1643, we read of an item of thirty florins, some twelve dollars of our money, for the services per month of one schoolmaster, precentor and sexton. That was

keeping teachers' salaries down to a very low standard. But the very poverty of the colonists, leaving their native land with scarcely sufficient means to carry them across the ocean and to settle them in some corner of the colony, a bar in itself to the encouragement to schools, is a proof of how much they thought of education.

They were willing to contribute out of their scanty earnings sufficient to pay the schoolmaster; and their liberality, under the circumstances, was quite as great as that of their descendants and more than that of the English colonists who never cultivated the same love for popular education. The millions which a broad-minded, public-spirited State government, legislative and executive, now cheerfully expends in promoting and developing common schools, are proportionately no more signal instances of appreciation of public education than was the mite of the Dutch colonist, oft-times more than he could afford.

The famous Classis of Amsterdam took an active part in promoting the cause of education in New Netherland. In 1650, about seventeen years after the first professional schoolmaster arrived in the colony, William Vestens, a "good, God-fearing man," was sent over by the Classis to take charge of the school at Manhattan, and in the same year came Jan Cornelissen to New Amsterdam as pedagogue. Gideon Schaats, who had an extensive experience in teaching at Beest, was ordained by the Classis and sent to Rensselaerwyck in 1652. A few years later, Director Stuyvesant interdicted Jacob Corlaer from teaching school because he presumed to take such office upon himself, without due authorization from the provisional government, which action was carrying the principle of State care of education to the extreme. The first Latin teacher in the colony was Doctor Alexander Carolus Curtius, who was sent over from Amsterdam in 1659. He received \$200 a year salary from the Classis, and the city of New Amsterdam allowed him eighty dollars more, and permitted him to practice the medical profession. He became quite a celebrity for a time and had an abundance of pupils and patients, but his quarrelsome disposition got him into trouble with parents,

burgomasters and schepens, and after a year or so he went home in disgust.

His successor, Dominie Aegidius Luyck, had much more lasting success. He made the high school at New Amsterdam so renowned that many children were sent to it all the way from Virginia.

### A Sturdy Race.

All through these quaint old Dutch documents which illustrate a most interesting epoch of the history of New York, are scattered numerous evidences of the solicitude of the early settlers for education.

A strange race they were when compared with the nervous, bustling, go-ahead communities in town and city that keep the great State to-day in constant agitation, like the unceasing hum of an enormous hive.

Yet this phlegmatic race had accomplished apparent impossibilities before Hudson sailed for the New World, and had baffled the might of the greatest power on the face of the globe. They produced the most sagacious, indomitable, brilliant statesman and military leader of the sixteenth century, and gave to mankind an example of popular strength, the equal of which one may look for in vain in the pages of history. The main factor in the marvelous success of this race was the character of him who was considered for the time the really powerful man among them. He had to be always consistent, of ascertained principles and of adjusted views. The early colonist in his straightforwardness in New York was proof against these suspicious rulers, crowned or otherwise, who were always proposing concordats and ever asking for compromises. The Dutch settlers believed that an inconsistent great man is an impotent creature in practical matters, while a consistent moderate man does the work of a great one. This principle was carried out in the schools founded by those people, and caused them to watch jealously and unremittingly the work of their teachers. This principle enabled them to gain victories over obstacles which would have daunted more impulsive but less enduring men. It was but natural that

with them the church and the school should be so closely connected, as both were so intimately associated during the long war of independence for three generations.

Yet with all the force of public opinion and governmental encouragement in his favor, the lot of the schoolmaster in those early times was not an enviable one. The means of sustenance were slender and the struggle against adverse circumstances almost hopeless. The weight of the arms and the weariness of the fight laid many a pedagogic warrior low, from whom no blood flowed, but whose very spirit the heavy fall had cruelly broken. The armor of high resolve was not always an infallible protection, did not always insure victory. Still those stout-hearted Dutchmen had a wonderful philosophy of their own, which took adversity without a murmur and prosperity without undue elation.

Unlike their neighbors of New England, who at that age took a very gloomy view of the world, discovering evil everywhere; maintaining that men have no right to smile at anything, and that there are more thorns than roses in life, the settlers in New Netherland lived in the sunshine, in placid contentment, and fashioned their schools after the same pattern. Among them kindness was so abundant, nobility of heart so plentiful, the joys of home so pure and yet so attractive, their quiet, consistent ways so grateful and consoling, that the wilderness and the sparse spots rescued from it appeared happy places, with unfailing sources of content. This is what gave especial character and strength to the schools of that period. The course of instruction, limited though it might be, was eminently practical, sound and fitted for the rugged pathway of colonial life.

Among the curiosities of the Holland documents is a paper made public on September 2, 1638, entitled "Articles and conditions drawn up and published by the Chamber of Amsterdam, with the approbation of their High Mightinesses, the States General of the United Netherlands, in conformity to the authority of the XIX (Council of the West India Company) on which the respective Lands and Places shall, from now and henceforward, be

traded to, and frequented and settled, according to such form of government and police as may at present, or shall hereafter be established there by the Company or its agents." Under article 8 we read, "Each household and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of schoolmasters and such like necessary officers." Two years later the States General laid particular emphasis on the order that "the West India Company shall provide and maintain good and suitable schoolmasters." The company, however, paid but scant heed to such order, for in 1650 there was sent from the colony a most indignant protest against "the excesses and highly injurious neglect which New Netherland had experienced since it has been placed under the Company." One of the complaints is that "a plate has been long going around for a school, but the money has been diverted to other purposes. Some few materials have been bought to it, but the first stone is yet to be laid." In answer to this charge the company declares that "the Director hath not the administration of the money that was taken up on the plate, but Jacob Couvenhoven, who is one of the petitioners, hath kept account of it in his quality as churchwarden." It is likely that the worthy Jacob was considerably put out by this neat retort.

### A Pedagogic Pooh-bah.

One of the duties of the schoolmaster in the rude beginning of Manhattan life was to officiate occasionally as "Krank-besoeker," or consoler of the sick. Indeed, in a primitive community like that of the Dutch colonists, the teacher of the young had multifarious duties. He had to keep school under exceptionally discouraging circumstances, often without hope of recompense or appreciation on the part of the community. Not infrequently he took possession of the pulpit, sat hours by the bedside of the ailing and dying, and was at the service of everybody as a sort of bureau of information. When the Indians pressed too close or had committed outrages which aroused the whole community, the early New York schoolmaster went out into the pathless woods on

Manhattan Island or on Long Island with the rest, arquebus on shoulder and hanger by his side, and did battle as stoutly as any other volunteer. Many times the money collected for the building of a school was spent on a single Indian war. But the spirit of education burned brightly through all adverse conditions of Dutch life, and every administration sent from the mother country was obliged to recognize, sooner or later, the national love for school by grants and allowances.

In each school was displayed the staunch, national motto, "Eendragt maakt Magt (Unity makes Strength)," the precursor of our motto, "E. Pluribus Unum." It may shock the sensibilities of instructors at the present day to know that in 1652 the New Amsterdam directors agreed that the public school be established in the city tavern, as there was no building especially set aside for the purpose of education. But there was more decorum about the city tavern of that period than there is to-day in many of the meetings of trustees. The schoolmaster in the tavern received only eighty dollars a year as salary.

One of the most earnest and zealous advocates for public schools in the New Netherlands in the middle of the seventeenth century was the learned Dominie Johannes Megalopensis. He constantly urged upon the Classis at home to send out good schoolmasters, otherwise, "nothing else is expected than a ruined youth and a bewilderment of men's minds." He even undertook the ungrateful task of reclaiming the Indians and bringing them under the softening influence of the schoolmaster. His efforts in this direction were not encouragingly successful. He tells the Classis in his quaint style that there was one Indian who made such progress at school that in two years "he could read and write good Dutch." He was presented with a bible in order that some good could be done to the Indians through him. But alas! he acquired some of the vices as well as the blessings of civilization. The poor, deceived dominie adds plaintively: "It all resulted in nothing; he has taken to drinking brandy; he pawned the bible and became a real beast, doing more harm than good among the Indians."

In the neighboring settlements on Long Island, before the town of "Breukelinn" was thought of, schools were opened. Applications for the opening of such schools are spread out on the minutes of the Council of XIX. There is a petition in 1658 of Jan Lubberts, requesting permission to open a school in New Utrecht for instruction in reading, writing and arithmetic. The council replies, "The request is granted provided he behaves as such a person ought to behave." In Bushwick in 1662 Bendewyn Maenhaut was engaged as schoolmaster, at \$160 a year, to be paid in wampum, with free lodgings thrown in. The West India Company (the XIX), generously added nine dollars a year in what they called easy money and what we would term hard cash, "so as to make the salary more easy."

There is a quaint petition among the Holland documents from the good people of Newtown, a town which still preserves its air of antiquity although situated on the outer verge of bustling Brooklyn. The inhabitants of the village at the time, 1661, were mostly of English extraction. This petition is worthy of being quoted entire, verbatim et literatim:

"To the honorable Lord Stuyvesant, Lord General of the New Netherlands the humble petision off your Lordships petisioners: That whereas God hath beene pleased off laet years to deprive vs off Middleborrow of Longey landt off the publyck means of grace and salvation, and alsoe off Education off our children, in Scholasticall discipline, the way to true happiness, but yet God in mercy off laet hath provided, for vs a helpe meete for the discipline of education of our children and by the same person helpe in the Saboth exercyse, wee therefore, who never gave or consented to the givinge of the housinge and lands, built and fenced in, and alsoo dedicated for the Use of the publyck dispensation off God's word Vnto Vs, we humbly intreat your honorable Lordship that this our sayde Schoolmaster Richard Mills by name may bee by your Lordships order be possessed of the sayde housings and lands, for his use and ours also, for our childrens Education and the Saboths exercyse, the which God doth requier, and we have need for vs and our children thereof as the housinge

now stands it is licke all to goe to rack and ruyne, the fences faellinge downe, the house and barne decayinge and wanteth repayre and Francis Dowtye doth not repayre it, nor the towne, as it stands between him and them will not repayre it, and by this means it is licke to come to nothing in shorte time and soo wee and your Lordship also by this means shall be disappointed; therefore our humble request is to your Lordship, is that this our Schoolmaster, and at present our souls helpe in dispencing Gods word to vs and our children Everye Lords day, may be settled in it, to enjoye it without any molestation from Francis Dowtye."

The director, Peter Stuyvesant, granted the petition by a decree stating "These presence doeth require and order Francis Dowtye, and whom it may Concerne, to give and graunt a quyett possession vnto the present Schoolmaster, Mr. Richard Mills, off the house and land."

#### Religious Teaching.

Religion and instruction went hand and hand in Dutch teaching. "I have seen," remarks one eminent writer, "a Dutch primer, or A, B, C book, as it is called. It has a large rooster on one page, and a picture of a Dutch school on the other. The master has a cap on his head and a bunch of twigs in his hand. A class stands before him and other boys are seated at the desks. After a very little spelling succeeds the Lord's Prayer, creed, decalogue, morning and evening prayer, grace before and after meat." As a sample of the various parts a schoolmaster in those days was expected to play may be mentioned an extract from the records of Flatbush, soon to be a part of the city of Brooklyn. The schoolmaster acted as town clerk, and as the rates of tuition were low, the offices of sexton and foresinger, or chorister of the church, were conferred upon him, with a view to increase his emoluments. He received all interment fees for infants and adults, according to a scale of established prices, and for his services as chorister he was paid an annual salary by the consistory of the church.

The schoolmaster, in addition to his duty of taking the lead in setting and singing the psalms and hymns, was also required

to ring the bell for all public services, to read the commandments at the commencement of the morning worship, and the apostle's creed in the afternoon. These latter services were all prepared in the Dutch language, and uniformly continued so until about the year 1790.

The greatest obstacle to the progress of common schools in New Netherland was the West India Company, which cared more for trading and making money than aught else. Had it been left to those traders, there would not have been a school from the mouth of the Hudson to Albany. But the spirit of the colonists, poor as they were in worldly possessions, was decidedly in favor of schools, as is shown by their repeated remonstrances to the States General against the indifference, parsimony and selfishness of "the Company." Peter Stuyvesant, enterprising as he was and admirer of learning as he showed himself to be on not a few occasions, was zealous only in promoting the immediate and material interests of "the Company," and declared he had no money for schools.

While it would not be in accordance with facts, therefore, to claim that public schools flourished under the Dutch colonial government, it is none the less true that the fundamental principles of the great system which now pulsates with life and ardor in every nook and corner of the State, were first implanted here by the Dutch. At the period of the settlement of New York and the New England States, Holland was immeasurably the superior of the European nations in promulgating through all classes of the people the blessings of education.

At that time the masses in England knew nothing about education, for the rule of the Stuarts was not favorable to the development of the public mind. At the same period Holland was the home of popular education, the influence of the schools reaching to the masses. The school followed closely on the heels of religion. From the time that a half dozen queer, gable-end houses held the entire population of the future metropolis of the New World until the colony surrendered to English rule, and the settlement on Manhattan Island was renamed by one worthless

Stuart, who then occupied the throne of England, after his still more worthless brother, the idea of popular education was very prominent in the minds of the Dutch colonists. This idea took the form of State support, as the schools were maintained out of the common treasury.

Then, as now, over two centuries later, the public moneys went out liberally (according to circumstances,) for the maintenance of a common school system. Then, as now, schoolmasters were included in the list of necessary public officials, and the people were taxed for the support of common schools. All honor then to those wise old Hollanders, with their grave burgomasters and schepens, their dominies and "Krank-besoekers," who carried the torch of education into the wilderness and kept it burning, though the winds of adversity and poverty often threatened to extinguish it.

#### **Education in New York under English Rule.**

There came a period of universal decay in common school education in New York, extending from the time that the province passed under English dominion until it was redeemed by the war of independence and took its place in the American republic as a free, sovereign, independent State. The royal governors, to whom was entrusted the entire charge of the colony, did not believe in the education of the masses. They sometimes favored high schools, academies and colleges for the children of the wealthy, but they were of the opinion that the less the masses knew about schools, the less discontented they would be, and the less the chances of disturbance even under the grossest tyranny and misgovernment. It was particularly unfortunate that the transfer of the government of the colony should have taken place while the Stuarts were on the throne of England, for a more intolerant, unprogressive, worthless dynasty never afflicted a country. There was little for the cause of education in the colony to expect from the second Charles or his successor, the second James. The governors they sent over to New York did not trouble themselves, as a general rule, about schools for the masses or even academies for the classes.

Indeed, of all their American colonies, New York was long regarded by the English with feelings of especial dislike, on account of the alien nature of the early colonists, the hated Dutch, who so long commanded the sea and colonial enterprise in many parts of the world. The New England colonists despised the future Empire State, which they had contrived through their armed assistance to the government at London to wrest from the dominion of the United Netherlands. While they could not change the character of the people in the newly-christened colony New York—the plodding, persistent Dutch being predominant in business and in the colonial legislature—the royal governors did all in their power to mar their efforts for popular rights and local schools.

The records of those governors from Colonel Richard Nicolls in 1664 to William Tryon in 1775, show little thought of popular education. The Dutch colonists did not relax their efforts to sustain their schools in spite of the indifference and frequent opposition of their rulers, and occasionally wrung from the same rulers reluctant assent to the continuance of those schools. The policy of the Stuarts and their successors, the Guelphs, was to discourage popular education, as it set the people to reading and thinking, to know their rights, and knowing, to dare resist tyranny and assert popular sovereign. As a well-known historian of New York has said, "royal governors were afraid of schools for the common people." Then the working masses in the colony were destitute of any feeling of self-reliance and ambition, for a large number considered themselves as born to ignorance and servitude, powerless to influence and destined to nothing but lives of drudgery. The records of the time abundantly illustrate the spirit of helplessness prevading tenants, farm laborers and ordinary mechanics and traders. All through the British colonial period no general system of education was established. Whatever education there was the wealthy classes alone enjoyed. A noted chronicler of the time speaking of the low order of the schools says: "The instructors want instruction, and through a long, shameful neglect of all the arts and sciences our common speech is extremely corrupt, and the evidences

of bad taste as to both thought and language are visible in all our proceedings, public and private." Reading was neglected by all classes, remarks Mr. Howell, education was regarded as an affectation of learning, and a student was rarely found outside the professions of law, medicine and divinity. Some few of the young men, who were blessed by fortune, went to Europe for their education.

The poor and the toilers were deprived of all educational advantages beyond the merest rudiments, and these latter were sparingly doled out. The educational efforts made by the body of the learned clergy of the Reformed Dutch church in the colony produced a fairly encouraging harvest under the wise rule of the States General. "The Society for the Propagation of the Gospel in Foreign Parts," incorporated in London at the very beginning of the eighteenth century, made an attempt to introduce an educational system and to furnish a number of schoolmasters for the province in emulation of their Dutch predecessors. Colonel Caleb Heathcote of New York was one of those philanthropists of the period who conceived a plan for the establishment of schools throughout the province.

He failed as did the London society, for schools and books and teachers and a broader and deeper mind culture were sleeping in a future, the glorious results of which are enjoyed by the present generation. As under the Dutch government all private schoolmasters were required by the English rulers to be duly licensed by the civil and ecclesiastical authorities, as may be seen from the following instructions to Governor Dongan in 1686, afterwards repeated to Governors Sloughter, Fletcher, Bellomont and Hunter.

"And wee doe further direct that noe Schoolmaster bee henceforth permitted to come from England and to keep school within Our Province of New York without license of the Archbishop of Canterbury; (or Bishop of London) and that noe other person now there or that shall come from other parts, bee admitted to keep school without your license first had."

Soundness in the beliefs and practices of the English church was the most essential requirement in a colonial schoolmaster.

One powerful influence in particular was against popular education during the English colonial period, and that was the aristocratic class who disliked paying taxes for schools, despised labor, and were only too willing to keep the poor in blissful ignorance and poverty. The minds of the colonists were besides much occupied by wars and preparations for the same, by which the establishment of schools was hindered just as all arrangements were complete for them, and others already in operation were interrupted and closed.

### The First Legislative Act for Free Schools.

Under Lord Cornbury's administration the General Assembly of the province of New York made the first legislative move toward the establishment of public education. An act for the encouragement of a grammar free school in the city of New York passed the colonial Legislature on November 27, 1702, and received the official approval of the royal Governor. The schoolmaster, under the provision of the act, was to be "an able, skillful and orthodox person;" the pupils were classed as "youth and male children of French and Dutch extraction, as well as of English;" they were to be instructed "in the languages or other learning usually taught in Grammar Schools;" the schoolmaster was to receive fifty pounds a year and was to be licensed by the bishop of London or the Governor upon the recommendation of the common council of New York city. Lord Cornbury did nothing for the school beyond signing the act for its encouragement.

The existence of the school was limited by the act to seven years, but it died of inanition long before the expiration of that period. It was one step on the part of the people of the province to secure education for their children, but the indifference if not actual hostility of families of wealth and political position in New York to public schools effectually prevented their permanent establishment. Spasmodic attempts to found schools by granting licenses to candidates for teaching in towns on Long Island, in Westchester, in Kingston and New York, characterized the administrations of Cornbury and Hunter.

Among the standing orders of the Society for the Propagation of the Gospel in Foreign Parts may be found the following:

"I. That no person be admitted a schoolmaster till he bring Certificates, with respect to the Particulars following: 1. The Age of the Person. 2. His condition of life, whether Single or Married. 3. His Temper. 4. His Prudence. 5. His Learning. 6. His Sober and Pious Conversation. 7. His Zeal for the Christian Religion and Diligence in his Calling. 8. His Affection to the present Government. 9. His conformity to the Doctrine and Discipline of the Church of England.

"II. That no person be sent as a Schoolmaster by the Society till he has been try'd and approv'd by three Members, appointed by the Society or Committee, by Word or Writing, his Ability to teach Reading, Writing, and the Catechism of the Church of England and such Exposition thereof, as the Society shall order."

Schoolmasters were ordered to see first to the spiritual welfare of their pupils and teach them to read truly and distinctly the Holy Scriptures in order "to inform their understandings and regulate their manners." They are also counselled to teach their scholars "to abhor Lying and Falsehood, and to avoid all sorts of Evil Speaking; to be Modest, Gentle, Well behav'd, Just and Affable and Courteous to all their Companions." Finally schoolmasters are warned "that they do, in their whole Conversation, show themselves Examples of Piety and Virtue to their Scholars, and to all, with whom they shall converse." All these requirements constitute a very elevated standard of moral teaching, which would have likely produced marvellous results had it been adhered to, and had schools under its influence been numerous. But perfection in human nature was as much of an unrealized ideal in those times as in ours, and we regret to say that schoolmasters then frequently indulged in brawls and lawsuits, in speculative trade not always of an unquestionable character, and in office seeking. They had much, however, to excuse their shortcomings, as their pay was generally insufficient to provide even the necessities of life, the annual salaries varying from thirty-five dollars to \$200.

The abstracts of the proceedings of the London society referred to have some interesting and instructive points on the work of the colonial schoolmaster. "Mr. Hudlestone, Schoolmaster at New York, teaches fifty poor children on the Society's Bounty to read and write and instructs them in the Church Catechism, many of which are now fit for any Trade; and as they go off his number is always kept up, poor People daily coming to see if there is any vacancy to admit their Children, being not able themselves to pay for their Learning \* \* \* There has been a great Demand for Schoolmasters, but the Narrowness of their funds having obliged the Society to send but few of these, a worthy member of their body, Colonel Heathcote of New York, has suggested an expedient of maintaining a great many more Schoolmasters, at the easy rate of Five or Six Pounds per annum, which the Society has most readily embraced, and referred to the Governor himself, and the Missionaries of the Province, to put the proposal into practice." However lowly and incomplete were the schools for the education of the humbler classes in New York for the first three-quarters of the eighteenth century, there were many remarkable instances of zeal and devotion on the part of the schoolmaster. We read of a school in Cherry Valley kept by one Rev. Mr. Dunlap from 1744 to the Revolution. The scholars often followed their teacher as he cultivated his fields, and recited their lessons as he ploughed, planted, hoed and gathered his crops.

Sectarian feeling contributed its share towards blighting educational prospects. The Episcopal church had the political power under the royal government; but the Dutch Reformed and Presbyterian churches were a power among the masses, and had much wealth and influence. There was great jealousy of a church establishment, especially of a church that had a bishop at its head. Yet it was far from the thoughts of the colonists to wish for a divorce between learning and religion.

Considering the great majority of female teachers now in the schools of the State of New York, it may be interesting to recite the fact that not one woman can be found in the annals of New

Netherland as teaching school and very few under the English rule.

While little attention was given to the mental culture of boys in the schools of the latter period, still less was bestowed upon girls, and few of them in the humbler walks of life advanced beyond household drudgery, which they regarded as their inevitable lot.

It is stated that many bright daughters, who married worthy men and became excellent wives and mothers could read only the simplest books and could write only their names. There were, of course, some notable exceptions, where a girl of active mind who early manifested marked fondness for knowledge and tact in acquiring the same, was in question. But for all young persons during the English colonial period the opportunities for education were exceedingly limited, and in the realm of letters most of the people were ambitionless. "There were no schools of medicine, law or divinity," says a commentator in that dark period in the history of our State;" no normal schools for teachers. The young disciples used to ride with the old doctor and visit with him his bed-side clinics, and witness his office consultations and treatment.

Coke and Blackstone were read in the office of some eminent knight of the green bag, and young aspirants sat at the feet of some Gamaliel and listened to his wisdom, took in his advice and saw how he managed causes in the courts. Students who contemplated ministry read courses in theology in the study of some leading clergyman, and prepared sermons subject to his criticism.

### King's College.

There is but one bright spot in the intellectual gloom of the century of English domination in our State and that is the founding of King's College, now Columbia. It was founded in 1754, more than a century after Harvard, and a half a century after Yale.

No nobler names adorn the list of graduates of any educational establishment the world over than those of New York's first

college, while it was yet in its youth and before it was illumined by the sunshine of liberty and inhaled the life-giving breath of free institutions. It was the nursery of great men who were foremost in the battle for freedom, and whose names will live forever as the fathers of the Revolution. Little thought Governor De Lancey, when he wrote to the home government requesting a royal charter for the nascent institution, on the ground that it was necessary through such a seminary "to prevent the growth of republican principles which already too much prevail in the colonies," that it would have among its earliest graduates such patriots and statesmen as Philip Livingston, John Jay, Robert Livingston, Gouverneur Morris, Alexander Hamilton, De Witt Clinton and Daniel Tompkins. There were seven in the first graduating class of King's college in 1758, among them Philip Van Cortlandt. During the war of the Revolution the college buildings were occupied solely for military purposes. In 1773 a public school "to teach Latin, Greek and mathematics in the city of New York," was established under authority of an act of the General Assembly of the province, in which the Dutch element was decidedly predominant.

But like its predecessor of 1702 it soon passed away, neglected and uncared for. To quote the indignant comments of Mr. George R. Howell on the condition of the colony: "In all its years of feudal power and inherited wealth, years of control by a rich company of merchants or by royal governors who grew rich by their selfish rapacity, there were no free schools for the people, reckoning down to the close of the Revolutionary war, and all along the rich valley of the ever-trading Hudson from the sea to the Mohawk flats." And yet there was a constant craving for schools on the part of the people of the colony, and numerous and earnest were the petitions and remonstrances that went across the sea from New York asking for education for their children—petitions and remonstrances generally addressed to deaf ears.

It may be seen that during the century and a half the people of the province were under foreign domination they unremittingly

stroved to obtain for themselves the blessings of popular education, and their requests were met with indifference or open dislike by their rulers. The rich company of merchants who represented the Dutch government and the royal governors sent hither by the London cabinet cared little for the educational needs of their charges.

The religious body that watched over the spiritual welfare of the Dutch at Amsterdam and the self-sacrificing, zealous clergymen scattered throughout the province helped to plant the seeds of popular education, which were in time to prove so fruitful.

It must be conceded that there were equally zealous promoters of schools among the English clergymen and especially in the society which has been already alluded to. But while the Amsterdam Classis encountered only indifference from the colonial government in their labors to sow the seed of common school education, the London society met with hostility on the part of the royal governors. The conquest of New Netherland by the English, aided by the jealousy of the New England colonists, proved a fatal obstacle to the progress of the province, and it was not until after the Revolution that the rich resources and incalculable strength of the present mighty State began to be discovered.

#### **Schools immediately after the Revolution.**

Scourged and impoverished by war, it was some time before the liberated colony could spare time to turn its attention to school matters. The early schools were of the crudest kind, and the process of bringing them to the present advanced stage of improvement has been necessarily a slow and tedious one. A well-known writer thus pictures the common school in this State at the beginning of the present century: "The schoolhouses, if any, were usually located in one of the most God-forsaken spots that could be found, where white beans and buckwheat would not grow; on some bleak hill or in some arid or swampy place, surrounded by the drifting snows of winter or the sands and miasma of summer. If in a city, the location selected must be in some by-place, where the land was cheapest, where business

was dullest and dirtiest, where the best families would not be disturbed by the sight of the uncouth garb and uncultivated noise of free-school children. The rooms and surroundings were lacking in every element of health, comfort and decency. Temperature uneven, ventilation entirely disregarded, light bad for eyes, seats and desks bad for bones, muscles and lungs—everything was provocative of weariness, disease, mischief, dullness and bad morals." The schoolmaster of that day would have scouted the idea of governing his juvenile charges by kindness and affection rather than by ferule and scourge. He believed rather in making the children fear and hate him, and seldom relaxed the severity, and one might say brutality, of his system of imparting instruction. Deeply impressed with the unnaturalness of his position towards the young, the schoolmaster looked around constantly and eagerly for a means of escape from what he considered a prison, and almost any other vocation that offered itself was embraced without hesitation. Those schoolmasters might offer as an excuse for their indifference that the compensation for their services was scarcely sufficient to keep soul and body together, as one of the craft naively confessed: "'Tis little they pays me and little I teaches 'em." The schoolmaster "boarded around" in the country district which was the scene of his labors, and was looked down upon by the community generally as a sort of necessary pauper.

The educational attainments of this class of teachers were not by any means extensive. Even so far as the "three R's" were concerned, the post-revolution schoolmaster was but little advanced.

If he could write any kind of semi-legible scrawl, conduct his pupils safely through what would now be called the "Second Reader," and teach the simplest sums in arithmetic, he considered such acquirements as sufficient for his profession. The rude, uncouth schoolhouse, destitute of all the appliances of modern education, and the correspondingly rude, uncouth schoolmaster, whose code or stock in trade was the rod, and whose nightly rest was in the "spare bed" in a farm-house, where no

one but he and the itinerant preacher would be lodged, were the rule, not the exception, in the past.

The schoolmaster was looked upon by the children under his charge pretty much as the Czar is regarded by the Nihilist, and many and grievous were the torments he endured at times at the hands of the young savages around him. In those days there was no State supervision of education and no State aid, no normal schools, no teachers' institutes, no training classes for teachers, no uniform examinations to determine qualifications and keep teachers up to the desired standard, no well-equipped corps of conductors and supervisors going the rounds of the districts and imparting cheer, instruction and encouragement, no completely organized establishment at Albany watching with sedulous care over the myriad schools of the State, to whose every order and instruction they instantly respond, no faithful lieutenants promulgating and enforcing the frequent bulletins from the State headquarters. It is a sad fact that in those days the teacher was not unfrequently one who had proved to be either physically or mentally unfit for other employment. He was a sort of pariah in the community, ill compensated, abused, suffering, groping his way to knowledge along a rugged, forbidden path, and he considered it exceptional good luck to be able to find some egress from the "Slough of Despond" of teaching to the table-land of prosperity and fame in some other line of business. The history of the common school in those early days of the commonwealth is like that of the pioneer in the primeval woods.

The stagnation of educational interests for many years after the Revolutionary war was, perhaps, natural under the circumstances.

Seven years of business paralysis and the terrorism of foreign domination, made more oppressive and insufferable as the struggle for independence went on, drove thoughts of school and teachers out of the minds of the people. Even when they came to consider the necessity of providing their children with mental food, and had recovered from the effects of war, chaos and dis-

sension, they were too much occupied in money-making and mercantile pursuits to spare any time for schools. The rich gave more attention to acquiring and hoarding wealth than to learning, except it could be turned to business account, and the poor had no time or money for the education of their children. It was the result of combined intelligent action, liberal, practical legislation and skillful, far-seeing management that brought education out of the mire of unappreciation, and long and weary were the years before the common school emerged from its impuberual condition. The pioneers of education in the infancy of this State could tell many a touching story of hardship and vicissitudes. The early country schoolhouse was a log structure, built by notching logs together at the end for walls, and by framing together long poles for rafters, across which were placed other poles to support the covering made from the bark of trees. The floors were made of planks, split out of forest trees with beetle and wedge. Heat in winter was obtained from fireplaces made by cutting holes seven or eight feet square into one side of the building, and lining them in with common stone. The chimney which served the purpose of conveying out the smoke, as well as a ventilator, was made of mortar and sticks (called a "stick chimney"), and was plastered on the inside with a mixture of clay and chopped straw, the straw serving the purpose that hair does now-a-days of holding the mortar together. The cracks between the logs were filled with chinks of wood and covered with mortar. As to the kind of doors and windows with which these structures were provided, history does not state, but it is presumed they had something of the sort to keep out the cold and wild animals. Certain it is they had no stained glass windows or paneled and varnished doors. The school furniture, too, was exceedingly rude compared with that in use at the present time. The writing desks were made by boring holes in the sides of the house, into which were driven large wooden pins upon which boards were fastened, so that the pupil when writing faced the wall. Seats were made of slabs, with the soft side upward, supported by wooden pins.

Such is a brief description of the primitive temples of learning in which some of the pioneer inhabitants received their "schooling." The entire course of instruction embraced only spelling, reading, writing and common arithmetic; and the mathematical ambition of many of the pupils was satisfied when they could "cipher" to the end of "single rule of three." Few teachers had any knowledge of grammar, while geography was not thought of. Goose-quill pens were the only kind known, and the "master" was necessarily an artist in penmaking. "Copies" had to be set, and big and little pupils wrote after the same models. Blackboards were not known, and the "master" had no appliances to simplify or make plain intricate problems and took no pains to smooth the ruggedness of the path of instruction. Still, it can not be denied that many of the boys and girls of those days, even under such adverse conditions, have risen to prominent positions in the affairs of our country, and have become successful and good citizens.

Even up to a period within the recollection of the writer the country school was a most forbidding temple of learning. Imagine the outward appearance of a dilapidated and neglected one-story frame house, perched upon the top of a hill overlooking a desolate valley through which a small creek winds among the alders. The site is scanty, treeless and unfenced. The outer walls were once painted as a few of the remaining clapboards dimly indicate. Within is a single room, which is entered by a latchless door opening directly upon the wide universe. Scant specimens of the original plaster remain in little patches here and there. Around the wall extends a board seat on which the pupils sit, all facing a common center—the stove and the schoolmaster. In front of the pupils stands a row of high desks, which are ornamented in fantastic style of carving with jack knives. Here the pupils sit, usually with one eye on the teacher most of the time, studying their lessons during the winter months, warmed by the heat of a stove which is elevated upon a box of brick and sand some six or eight inches above the level of the floor in the middle of the room. Many of them needed no warming except that which the teacher imparted with the

switch or ferule. The brick platform upon which the stove rested served sometimes as a means of punishment for unruly and idle pupils. They were required to sit upon the floor and place their heels upon the elevation, in which position the fear of the teacher's hickory rule, which was always near at hand, would keep them until the tension of their muscles became torture. At this period modes of punishment were in vogue that would not be tolerated anywhere now within the pale of a civilized community. In those days there were no regular or adopted text-books. There being no King in Israel, each child was a judge unto himself, and studied whatever his home library afforded, and books were indeed luxuries at that time. In those days no maps adorned the walls of the school-room, and the nearest globe was in New York city or Boston. Philosophical apparatus had never been heard of by the pupils, and there were no appliances beyond a tiny blackboard, which never knew the touch of such delicate crayons as we now use and think so little of. Big chunks of chalk were used, with no idea that anything more convenient would be devised. Slate pencils were scarce; when such articles were wanted, boys hied themselves to the creek near by and dug for soapstone, which they soon whittled into shape. As for lead pencils, there were none, but leaden plummets were seen, cut out of the native metal, with holes at the end, through which strings were passed for hanging upon the neck. Teachers were frequently changed, the same one seldom remaining longer than four months. Their salaries generally included the opportunity of feasting on the very best the larders of the district afforded, which was good, considering the fact that most of the patrons deferred "hog killing" until just before the advent of the teacher to board. Teachers usually had the privilege of wasting their energies and most of their animal heat in thawing out the bed in the "spare room," where fire was never kindled.

### The Dawn of the Present System.

It was Governor George Clinton, the first Governor of the State of New York, who laid the foundations of the present system of common schools, and strong and enduring they have

proved themselves to be. A gallant soldier, true patriot and far-seeing statesman; no sooner did he sheathe his sword after the establishment of peace and free government, than he addressed the Legislature in unmistakable terms on one of the most important duties of the lawmakers.

“Neglect of the education of youth is one of the evils consequent upon war,” he declared, and in his subsequent public addresses and papers he emphasized his desire for public schools for all the people. When the Legislature of 1795 convened for the first time, Governor Clinton made the following important recommendation towards the establishment of common schools: “While it is evident that the general establishment and liberal endowment of academies are to be highly commended, and are attended with the most beneficial consequences, yet it can not be denied that they are principally confined to the children of the opulent, and that a great portion of the community is excluded from their immediate advantages. The establishment of common schools throughout the State is happily calculated to remedy this inconvenience, and will, therefore, engage your early and decided consideration.” Here was the first ray of sunshine and encouragement on the bramble-covered path on which legislators feared to trust their feet. Before the establishment of the common schools as are now known, there were colleges and academies, nurseries for the minds of the children of those blessed with worldly wealth.

In 1784 there was an act of the Legislature incorporating the Regents of the University, and placing them in charge of the existing educational institutions. Five years later the Legislature made a step forward towards popular education by the passage of an act setting aside in each township two lots of the public lands for gospel and school purposes. Then followed years of hard struggle, conscientious, stout-hearted endeavor of the few against the many, desperate fighting for a principle which few then understood, and vicissitudes of fortune of the most extreme kind. Eager, as undoubtedly all were in the infancy of the State for promoting the cause of education, there

was a wide diversity of views on the question, and in this clash of opinion education grievously suffered. Governor after Governor called the attention of the Legislature to the importance, the necessity, of a system of common school education, such as would be adequate to the requirements of the masses of the people of the State. The Legislature was slow to respond to those frequent and passionate appeals. It was a long and wearisome journey from the appeal of Governor Clinton for free schools to the free school triumph of the present day.

It is now 109 years since the Regents of the University were incorporated by the act of the Legislature. Although they were not established for common school interests, but rather as a board of trustees for the college, the only relic of English care for education, and for the purpose of organizing other institutions of higher education, the Board of Regents soon realized the fact that higher education was unattainable without some provision for elementary schools. The prevailing idea at the time was that the State should not be responsible for such schools, but should confine its efforts to colleges, seminaries and academies. King's College, rechristened Columbia, was the nucleus of the new regime for the promotion of education and constituted the university over which the Regents were supervisors. The Regents, in 1793, united in a strong plea to the Legislature in favor of extending the blessings of education to the masses. They recounted in eloquent terms the benefits which would infallibly follow "the institution of schools in various parts of the State for the purpose of instructing children in the lower branches of education." To the honor of the members of the first board it must be said that they were zealous, far sighted, wise and practical in their views on education, and were not wholly given up to impracticable fads and personal hobbies like some of their successors.

Governor Clinton was not daunted by the apparent indifference of the Legislature to his recommendations for popular education. He repeatedly called the attention of the lawmakers to the subject, each time in stronger terms. The idea had taken deep root in his mind, and he was not to be baffled by disappointments, fre-

quent though they might be. The average legislator of that day was like a good many of the same ilk at the present time, averse to progressiveness in educational matters. He readily acknowledged the utility and even the necessity of education for the young, and theoretically was prepared to second any suggestion in that direction. But when he was called upon to give practical effect to his theories he shrank from the test as a snail into its shell. He seemed to resent any attempt to force such a line of conduct upon him that would make him consistent in his opinions on public instruction. Therefore the Legislature paid no attention to the importunities of the Regents beyond a few aimless grants of no permanent benefit or practical value.

#### Laying the Foundation.

The patriotic Governor's unremitting appeals at last touched a responsive chord in the legislative breast, and in 1795 a committee was appointed to take into consideration the Governor's recommendation. The committee reported a month later a bill under the title of "An act for the encouragement of schools," which act became a law. This act made an annual appropriation of \$50,000 for five years, apportioned at first to the several counties according to their representation in the Legislature, and later according to the number of Assemblymen; to the towns according to taxable population, and to the school districts according to the number of days' instruction. The amount advanced by the State was further supplemented by half as much raised by tax in the various counties and applied to the same purpose. Commissioners and trustees were chosen by the electors in their respective districts, and provisions were made for the establishment of schools throughout the State on a sound basis, and for annual reports to the Governor and the Legislature. The system at once evinced rare powers of development and strength, so that even from the crude, incomplete official report for 1798, the only one attempted during the five years, it was shown that in sixteen out of the twenty-three counties of the State there were 1,352 schools and 59,660 pupils, a remarkable showing for the first attempt to organize common schools. The appropriation, small as it may appear in comparison with the

munificent sums now spent by the State on its schools, was exceedingly liberal for the time. The precedent established was of incalculable benefit, and served to bring about the present system and its magnificent development. It was a most courageous step for the Legislature of 1795 to take.

The State was poor, its resources undeveloped, its people struggling for a living, its future to a great extent undefined. Yet there was no halt, no stay, when it came to the question of education. The great heart of the people of the Empire State never yet failed to beat responsive to every demand for common schools. It was this steadfastness on the part of our people that in the struggle for education made hard things easy and dark things bright, and threw an invisible shield around the advocates of common schools which rendered them proof against the weapons of legislative hostility. The five years' appropriation made by the act of 1795 expired with the beginning of the nineteenth century, and the Legislature for a long time seemed impervious to all arguments and pleas for its renewal. Governor Jay's eloquent remonstrances were of no effect. Fortunately a man for the crisis was found, a plain, unlettered farmer from Otsego, Jedediah Peck, who boldly entered the field and never relaxed his exertions for a liberal school fund and for our common school system until he forced the Legislature into a realization of its duties. He had a capable assistant in the good work in Adam Comstock, of Saratoga.

The first step made by the Legislature towards creating a State fund for the support of common schools was a peculiar one to our way of thinking to-day, but the only one that probably could be taken at the time with any prospect of success. It was to raise by means of lotteries the sum of \$100,000, of which \$12,500 were to be given to the Regents for academy purposes, and the rest for the common schools. For twenty years these peculiar methods of establishing ways and means for educational purposes lasted. They were called literature lotteries, and only went out of date in 1821, when the Legislature abolished lotteries of all kinds. The money realized from this source was intrusted to the comptroller, with directions to invest it in real estate, so that in due

time it might be productive of large returns. Again and again did Governor Clinton during his second term in the executive chair endeavor to arouse the Legislature to fresh efforts for education. "The failure of one experiment for the attainment of an important object ought not to discourage other attempts," he said. Finding that the Legislature was still sluggish in moving in the matter that was so near his heart, he came out the following year with a fresh appeal. "The diffusion of knowledge," he exclaimed, "is so essential to the promotion of virtue and the preservation of liberty as to render arguments unnecessary to excite you to perseverance in this laudable pursuit. Permit me only to observe that education, by correcting the morals and improving the manners, tends to prevent those evils in society which are beyond the sphere of legislation." During the session of 1803 Assemblyman Peck reported a bill looking towards the reorganization of the then dwindling system of common schools, but the Legislature took no action on it. Both Governor and Assemblyman made another equally unsuccessful effort the following year. Governor Morgan Lewis, who succeeded Governor Clinton, was no less zealous and energetic in the cause of common schools. The first response made by the Legislature was in 1805, when the net proceeds of the sale of 500,000 acres of State lands were to be appropriated for the support of the schools. It was the foundation stone of the present common school fund. Five years more passed away without any further action on the part of the Legislature, although the voices of the friends of education were frequently lifted up. There arose at this time, however, the "Society for establishing a Free School in the city of New York," for the education of poor children, of which Mayor DeWitt Clinton was one of the principal incorporators. It led to the organization of other schools, and to keeping alive the spirit that legislative action had almost extinguished.

Under Governor Tompkins' administration the Legislature appointed a commission, with Jedediah Peck at its head, to report a system for the establishment of a common school system. The report was a most comprehensive statement of the educational needs of the State and the most practical means of supplying them. State care and supervision over the schools was recom-

mended, and some sensible advice given as to the inadequacy of academies, colleges and universities towards popular education.

The most essential points of the present system were mapped out, and practical suggestions made as to the raising of sufficient funds for the framing of an educational plan which should directly affect every citizen in the State. The report transmitted to the Legislature in 1812 was one of the most important and effective documents to be found in our public papers, for it placed on a practical basis that which had been hitherto in a chaotic shape. A State Superintendent of Public Instruction was the first result of the organized system.

#### **The First State Superintendent of Public Instruction.**

It was exceptionally fortunate for the cause of education that such a man as Gideon Hawley, of Albany, should have been selected as the first director of the new system. He was marvellously well equipped for the work, and to him above all others are the common schools of the State indebted for their present commanding position. Had he failed at such a crisis, the experiment would have failed with him. Had he not demonstrated the illimitable possibilities of the system, and convinced the Legislature that it only depended upon the wise and liberal policy of that body to make it permanent and worthy of the State, there would have been no more legislation on the subject. The Legislature had already shown considerable reluctance to give aid and encouragement to the schools, and it required but little cause to induce it to drop the subject forever. Mr. Hawley had absolutely to create everything. Chaos and complete disorganization greeted him when he undertook the duties of his office. There was no system, no assistance from experienced, trained commissioners, no well-considered, harmonious methods of conducting schools on any definite plan. Yet, during the eight years of his administration, Mr. Hawley succeeded in building up a structure of education, lasting, impregnable and capable of endless development.

Schools sprang up as if by magic in every part of the State, and the foundations of a noble, colossal temple of education were laid never to be disturbed. School districts were doubled, the attendance grew from 140,000 to 304,000, comprising nineteen-twentieths of those of school age in the State. The management of the school funds was brought to a degree of perfection such as would have been considered unattainable a few years previously, and the school machinery was so far advanced in working operation that it was possible for a single individual to control it. The Superintendent was indefatigable in his great work, and the fertility of his inventiveness in devising new means to develop the fast growing system and to overcome obstacles seemed inexhaustible. The boundless variety of interests which were presented to his attention and supervision was only matched by the grandeur of the results he brought about. And for these inestimable services Mr. Hawley received the beggarly pittance of \$300 a year, and his removal from office on political grounds when he was at the most important period of his work. The indignation which followed his removal caused the Legislature to legislate his successor out of office by the passage of an act making the Secretary of State ex-officio Superintendent of Common Schools. A notable feature of Mr. Hawley's administration was the introduction of the Lancasterian system of education into the schools. Its main principle was that of mutual instruction as far as possible among the pupils themselves under the charge and by the aid of older instructors. The school was divided into classes, and each class into pairs of pupils each acting alternately as the instructor of the other. The progress of educational science has long since relegated this system to the shades of obscurity, but it was considered very successful in its time.

#### Schools under the Administration of the Secretary of State.

In 1821, when the Legislature transferred the duties of the Superintendent to the State department, John Van Ness Yates was Secretary of State. He was eminently fitted for such a responsible task, and aided by the wise, statesmanlike, unflinching Governor, whose services in the cause of education alone

would make the name of DeWitt Clinton forever illustrious, he carried forward the work begun by Mr. Hawley to a very advanced stage. The State convention of 1821 made the constitutional provision that the proceeds of all State lands to be thereafter sold, excepting only those for public use, or ceded to the general government, together with the existing school fund, should constitute a perpetual fund, the interest to be devoted to the support of the common schools. Governor Clinton next called the attention of the Legislature to the advisability of providing a seminary for the education of teachers, a suggestion which was carried out some years later.

Secretary of State Azariah C. Flagg, who succeeded to the administration of the common school system in 1826, made the first approach towards a system of visitorial inspection of the schools. His practical views on the school question were conspicuously shown by his declaration to the Legislature that the course of instruction in the common schools ought to be adapted to the business of life and to the actual duties which may devolve upon the person instructed. He opposed with characteristic vigor the proposition to designate a particular series of text books, to the exclusion of all others, on the sound principle that the adoption of a particular book would amount to a prohibition upon all improvements. The text-book question has been a disturbing factor in the schools up to the present time.

It was at this period that religious controversies in respect to the distribution of school moneys interfered to some extent with the progress of the schools, but they only served to bring about the exclusive consecration of the common school funds to the legitimate purposes of public education.

General Dix was the next Secretary of State who had charge of the interests of the common schools, and during his administration a bill was presented to the Legislature establishing a Department of Public Instruction, and a Superintendent to be appointed by the Legislature every three years. No action was taken on the bill, and the present Department had to wait for many years before it received legislative sanction for its organiza-

tion. The school district library was one of the fruits of General Dix's administration. About that time the United States Deposit Fund came in as an important factor for the support of the schools of the State. In 1836 Congress passed an act authorizing the deposit of the surplus in the United States treasury with the various States. New York's share was about \$4,000,000. Governor Marcy recommended that a portion of the income from this fund should be devoted to the support of common schools. The Legislature accordingly added \$160,000 from the revenue of the fund to the amount already appropriated for the support of the schools.

John C. Spencer was the next Secretary of State who undertook the charge of the schools, and to his exceptional abilities, skill, earnestness and comprehensive grasp of the subject of education may be traced the successful reconstruction of the State system of public instruction, the initiation of the policy of county supervision and the marked advancement of the schools. The attendance at the common schools increased to nearly 600,000 during his administration, and the amount expended for all purposes in the support of the schools reached about \$2,000,000. Rev. Dr. Potter, of Union College was the first to suggest the establishment of a normal school, on somewhat the same basis as those of Prussia and France, but with far more liberal provisions. The idea of the normal school, however, seemed premature. Superintendent Spencer considered it more advisable to spend the money which would be necessary to establish a normal school in encouraging all the academies of the State to establish teachers' departments. He thought that normal schools would be serviceable only in the counties where there were no academies.

The advance made by the public schools up to this period was a favorable indication of what the future might bring forth. Superintendent Spencer observed on this subject: "In 1815 returns were received from 2,631 districts, in which there were 140,706 children instructed. In 1840, 10,397 districts sent in their reports, showing that 572,995 children had attended their schools. In 1815, \$46,398 were paid from the treasury toward

defraying the compensation of teachers, and in 1840 \$220,000 were paid from the same source for the same purpose." Such were the most important results of the first quarter of a century after Gideon Hawley laid the foundations of the system of public instruction. About this time the office of county superintendent of common schools was created. The purpose of this feature of educational supervision was a most laudable one, but the office became exceedingly unpopular, owing to the injudicious selection in many instances of the incumbents by boards of supervisors. Politics had much to do with the appointments of such county officials, and they only received an annual salary of \$500. which was insufficient to insure their attention to their duties. The idea was calculated to help the progress of the schools very much had it been developed and put in proper, practical form. There was an outcry, however, against the abuses of those county superintendents, and after six years' trial the office was abolished. During Superintendent Spencer's administration the last of the great religious controversies over the schools in the city of New York took place. It was a long, bitter contest, and ended with the positive and unchangeable decree of no sectarianism on the part of the State.

### Rapid Advancement.

Under the succeeding Superintendent and Secretary of State, Colonel Samuel Young, of Saratoga, the most important educational convention ever held in the State met at Utica. Such famous men as Horace Mann, George B. Emerson, Francis Dwight, Dr. Gallaudet, Judge Hammond, Salem Town and Dr. Horace Webster took part in the proceedings of this convention. One of the fruits of the convention was the establishment of the first normal school of the State at Albany. The bill passed the Legislature in 1844. The sum of \$9,600 was appropriated from the literature fund for the establishment and support of the normal school under the direction of the Superintendent of Common Schools and the Regents. The annual appropriation was made \$10,000, and, as the act was regarded as experimental, the term

was limited to five years. A subsequent act made the school a permanent institution. Its management was first entrusted to a committee of five, consisting of Superintendent Young, Gideon Hawley, Dr. Alonzo Potter, Dr. Wm. H. Campbell and Francis Dwight. Another innovation, pregnant with great results to the common school system, was the teachers' institute. The first one was opened at Ithaca in 1843, and the success of the initial effort led to the opening of other institutes, to which Superintendent Young gave the most unqualified encouragement. In a few years a vast impulse had been given to the system, and when Colonel Young retired from the office at the close of 1844, he had good reason to feel proud of the success he had accomplished.

After him came Judge Nathaniel S. Benton, of Herkimer, as Secretary of State and Superintendent of Common Schools. Under his administration was struck for the first time the keynote of the memorable struggle for free schools, which ended only with the recognition and adoption of the principle of "Universal education in public schools, free to all." During his term of office the first State convention of teachers assembled at Syracuse, and the Legislature abolished the office of county superintendent. County supervision was restored some years later.

Secretary and Superintendent Christopher Morgan, who undertook the care of the schools in 1848, had the good fortune to aid in bringing about the passage of the act establishing free schools throughout the State. An attempt to repeal this act a short time after failed at the general election. This grand triumph of free schools was followed by the establishment of the free school fund, by the levying of a school tax. The sum of \$800,000 was at first levied annually, and this amount was thus raised until five years later when the Legislature substituted therefor a tax of three-fourths of a mill on each dollar of valuation. It was not until the vexatious rate bill was abolished that the free school system reached its fullest stage of development.

The next Superintendent and Secretary of State, Henry S. Randall, had, in addition to a natural aptitude for the duties of

the former position, extensive experience as county superintendent. It was mainly through his unremitting labors that the change was made by the Legislature of a mill tax on the property of the State instead of a fixed sum for the support of the schools, and that the office of Superintendent of Schools was separated from that of Secretary of State.

His successor, Elias W. Leavenworth, elected Secretary of State in 1853, was Superintendent of Schools for a few months only, for at the earnest advice of Governor Seymour, the Legislature passed an act creating a separate Department of Public Instruction.

### The Rate Bill System.

It took a great many years to do away with the mistaken idea that parents and guardians should contribute individually towards the support of the common school system. It was a long and bitter struggle to combat this erroneous notion and to bring about absolutely free schools. The poor were the principal sufferers, of course, through the rate bill system. Yet it was only after years of contest that the State, through its Legislature and conventions, came to an adequate understanding of the principle of absolutely free schools. The question was resubmitted again and again, in spite of the manifestly powerful popular demand, and it was only in 1867 that the odious rate bill system was finally dropped, without chance of resurrection. In the cities of the State the rate bill system became obsolete long before its final abolition by legislative enactment, for they contrived to get special acts looking towards a separate school system, self-supporting, without rate bill assistance.

The inadequacy of the annual amount appropriated by the Legislature for the support of the schools and of the amount raised by tax caused the rate levy made on parents to supply the deficiency. They were called upon to pay for the instruction of their children in proportion to the number of days' attendance on school. The average annual amount raised by rate bills for the payment of teachers' salaries over and above the public money for twenty years was over \$450,000. It was a most trouble-

some and vexatious system, practically withholding the money due to the teachers and encouraging absence and truancy. The trustees, if the public money was not sufficient to pay the teachers' wages, proceeded to make out a rate bill for the residue, charging each parent or guardian according to the number of days' attendance of his children, indigent persons being exempted. Thirty days were allowed for collection of the rates. Should there be any neglect on the part of parent or guardian to pay within that period, thirty days more were allowed the district collector to collect the amount on the rate bill. The unfortunate teacher was thus deprived of a large proportion of his well-earned wages for two months after they became due. Any slight error in the apportionment of the rates, or in the legal form for making it, subjected the trustees to a suit, by any one of whom a few cents might have been illegally collected. The \$800,000 tax imposed by the Legislature of 1851 failed to reduce materially the burdens of the rate bills. In the majority of the districts no exemptions were made on account of indigence, the trustees refusing the exemptions, or the parents declining to avail themselves of the provisions of the law, through the natural disinclination to be regarded as paupers. Thousands of children were consequently kept out of school owing to the inability of the parents to pay for their tuition. Yet the rate bill system, with all its faults, had sturdy, hard-fighting advocates who kept it for years as a feature of the common school system, in spite of the widespread, popular dislike to it.

### **The Public School Society of the City of New York.**

A vital element in the progress of the common school system up to the permanent establishment of the Department of Public Instruction of the State of New York was the "Public School Society of the City of New York," reorganized from the old "Free School Society" in 1826. This admirable organization was for nearly half a century a pioneer in the thorny path of education. It kept alive and encouraged the principle of free schools in the metropolis under circumstances of exceeding dis-

couragement, and fought down sectarianism and narrow-mindedness after many a gallant contest. When the society in 1853 handed over to the city its management of the free education of the city it had accomplished a great work, the fruits of which are enjoyed at the present day. There never was a charge that one dollar of the millions which passed through the hands of the society was misappropriated, and over 1,000 trained teachers and 600,000 school children testified to its excellent supervision. The fame of its first president, DeWitt Clinton, would be sufficient to stamp indelibly the character of the society. From 1805, as the "Free School Society of the City of New York," until as the "Public Society" it finally disappeared in 1853, the history of the organization was that of zealous, conscientious work and grand results. That history is illumined by the illustrious names of DeWitt Clinton, Peter Jay, Lindley Murray, Peter Cooper, Stephen Allen, Joseph Grinnell, Isaac Collins, Frederick De Peyster, Robert C. Cornell, Samuel Wood, George T. Trimble, Samuel W. Seton, Shepard Knapp and Joseph Hoxie. The Board of Education in New York succeeded the Public School Society, with the widely esteemed S. S. Randall as the first superintendent. Previous to this time there were city superintendents in Rochester, Buffalo, Hudson, Poughkeepsie, Schenectady, Albany, Brooklyn, Oswego, Auburn, Syracuse, Troy and Utica.

### The Department of Public Instruction.

In 1854 Victor M. Rice, who had been in charge of the public schools of Buffalo for many years, and who had there won name and fame, was elected on joint ballot of the Legislature Superintendent of Public Instruction. He had been brought up in an arduous and exacting school — the superintendence of the cause of education in one of the most progressive cities of the State.

Experienced, tactful, popular and widely known, Mr. Rice was an ideal Superintendent. He had, during his first administration, the valuable services of Mr. S. S. Randall, as deputy. At the organization of the new State Department of Public Instruction there were 11,798 school districts in the State, and 877,201 chil-

dren were under instruction in the common schools. The abolition of the offices of town superintendent and inspector in 1856 led to the election of school commissioners in the manner provided by the Legislature.

Henry H. VanDyck, of Albany, was the next Superintendent, and when he became bank superintendent, his deputy, Emerson W. Keyes, assumed the management of the Department of Public Instruction.

Then came the final and conclusive triumph of the free school system, under the second administration of Mr. Rice. This stout-hearted, unflinching champion of the schools never faltered or hesitated until he accomplished the great object of his life—the abolition of the rate-bill injustice. He met with the most formidable opposition, but it only tended to rouse him the more, and he fairly laid siege to the Legislature with irresistible arguments and energetic appeals until that adamantine body at last crumbled beneath the thunder of his eloquence. In 1867 the rate-bill system ceased to exist, and a new and powerful impetus was given to the common schools. During Mr. Rice's administration additional normal schools were established; teachers' institutes were multiplied; training classes in the academies increased at a most prolific rate, and the free scholarships at Cornell University first attracted young students, becoming, as Mr. Rice expressed it, "the very cream of our public school system."

The next Superintendent, Abram B. Weaver, was a worthy successor of the distinguished Rice. During his two terms of six years the common school system advanced with mighty strides, aided to no small degree by his clear-headed, business-like, skillful management.

His practical views on education may be gleaned from the following extract from one of his annual reports: "Unsound scholarship, decorated with ornamental drapery of superficial learning, in mockery of education, is a sham that deserves to be disrobed. Advanced study is not to be despised, when well grounded. But the first and broad necessity is to furnish the best possible instruction in the common schools, where the masses of

the people receive their only tuition, and in the common branches which all men and women need to understand." Sound, unanswerable argument, this, and especially applicable to our times when men masquerade in the garb of professors, and seek to divert school moneys from their proper channel into irrigating fancy educational gardens of their own, kept for the benefit of a favored few.

#### From Acorn to Oak,

The growth of the Department of Public Instruction, and of the multitudinous interests intrusted to its care, has gone on steadily and successfully since Mr. Weaver's retirement, under Superintendents Neil Gilmour, William B. Ruggles, James E. Morrison, Andrew S. Draper and James F. Crooker. Thirty-nine years have elapsed since the Legislature created the Department on a solid, enduring basis—thirty-nine years of steady, substantial progress. It is the growth of the acorn to the oak. It started out with the substitution of a levy of three-fourths of a mill upon every dollar of the valuation on real and personal property, as a substitute for the \$800,000 State tax. In 1856 came a notable change in the creation of the office of school commissioner and the abolition of that of town superintendent. Then the supervisors were authorized to receive and pay out the school moneys as apportioned by the school commissioners to the several districts. In 1864 the general school law was revised, and two years later school districts were authorized by law to take land for sites by eminent domain. The normal schools have been increased to eleven in number, soon to reach the round dozen, the original institution being known at present as the State Normal College. Teachers' institutes have exhibited wonderful progress, and are now regarded as strong pillars of our educational system. Training classes have increased in number and efficiency, until it is feasible for any district to have good teachers, well grounded in all the requirements of their profession.

The influence of the Department is felt in every part of the State, and through its systematic work and conscientious care, education, the mind's evening light, after the working hours of

the day, shines on thousands of humble homes. The growth of the common school system from a partial and humble provision to the present comprehensive proportions which embraces every locality and every class, its wise and liberal management, its unquestioned fairness and impartiality, and its elasticity and adaptability to the increasing needs of the State, may be justly regarded as the most magnificent exhibit New York can make in the eyes of the civilized world. It has been well said that education is the corner-stone of a free government and that without it a nation must necessarily retrograde. Our State has given practical evidence of how much it realizes the force of such a truth. The eighty years which divide the present period from the time when the young Albany lawyer, Gideon Hawley, laid the foundation stone of the common school system of the State of New York, are replete with instances and examples of high purpose, unselfish devotion, uncomplaining perseverance, unappreciated labor. All the noble pillars which support the stately edifice of our common school system were constructed and erected with exceeding toil and patience. There were obstacles against the carrying out of the work which required no common fortitude and heroism to overcome. Never did the glorious motto of our State, "Excelsior," shine with such resplendent lustre as on the upward journey of the educator from the slough of despond to the broad table-land of a grand, well-organized State system. It is an inspiring view, that on which we look back, the various heights which have been scaled by the noble men who have carried the banner of "Excelsior" up from the valley to this table-land. Full of great events, rapidly succeeding each other, were those four score years of upward toiling, educational questions constantly coming together like the streams of people in a huge city, swelling the crowd from every side and swaying it to and fro. But we must not linger over the view nor sit down in idle meditation on this fair hill. There are heights yet to be climbed, other victories to win, brighter crowns to be gained. The course of the New York common school system is upward and onward, each decade marking many a league in advance.

Vigor, determination, consistency, solidity, venturesome aspiration have carried the banner thus far; the same qualities will not be lacking for the rest of the journey.

### Female Teachers.

In the report of Mr. John C. Spencer, from the literature committee of the Senate, transmitted to that body, on February 4, 1826, the first intimation was made of the importance of giving substantial State encouragement to seminaries for the education of females in the higher branches of knowledge, and thus preparing the way for the grand army of female teachers to whom are intrusted the chiefest duties of our common school system. It was many years after when the suggestions of Mr. Spencer were carried into effect. In the memorable convention of county superintendents in 1842, the more general employment of female teachers in the schools was earnestly urged. Two years after Assemblyman Hulburd, of St. Lawrence, submitted to the Legislature an elaborate report on the subject of normal schools, in which he thus spoke of the value of competent and well-qualified female teachers in the great work of education: "It is not the result of gallantry, or of that complaisant homage which in every refined and Christian nation is the accorded due of the female sex, that has given to that sex an unequivocal preference in teaching and controlling the young. It is not superior science, but superior skill in the use of that science—it is the manner and very weakness of the teacher that constitutes her strength and assures her success. For this occupation she is endued with peculiar faculties. In childhood the intellectual faculties are but partially developed—the affections much more fully. At that early age the affections are the key of the whole being. The female teacher readily possesses herself of that key, and thus having access to the heart, the mind is soon reached and operated upon." In 1861 Superintendent VanDyck remarked in his report: "The reports clearly indicate that, so far as our common schools are concerned, the business of teaching is rapidly passing into the hands of females. It is my opinion that in most of our

district schools the presence of a well-qualified female teacher will eventuate in the moral and intellectual advantage of the pupils beyond that which they would attain under the auspices of a majority of the teachers of the sterner sex." In 1864 Superintendent Rice announced that nearly eight-tenths of the whole number of teachers employed in the State were females. "It is impossible," he continued, "to overestimate the value of the influence thus brought to bear upon the daily developing mind and character in our schools. To teach and train the young seems to be one of the chief missions of woman. Herself high-minded, the minds of those with whom she comes in daily contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she renders them pure. The fire which truly refines the ore of character can only be kindled by her hand." Of the 32,161 teachers in the common schools of the State to-day, 26,869 are females.

### Supervision of the Schools.

The system of supervision over the common schools is admirably adapted to produce harmonious and efficient work. The State Superintendent of Public Instruction is the controller and regulator of the entire system, supervising all the schools, formulating regulations for their management, discipline and course of instruction, and deciding all controversies which may arise under their administration. He is elected by the joint-ballot of both houses of the Legislature, his term of office being for three years. All the school moneys from the various funds are apportioned by him, and he exacts a rigid accountability from all the other officials intrusted with the care of the proper distribution of such moneys.

He is ex-officio a trustee of Cornell University and a Regent of the University of the State of New York. He supervises every detail of management of the eleven normal schools of the State, provides for the instruction of Indian children, appoints State pupils to the institutions for the deaf and dumb and for the New York Institution for the Blind, and looks after the course

of instruction in such institutions; issues State certificates to teach, removes any school officer for willful violation or neglect of duty, submits to the Legislature an annual report of the condition of the schools and the disposition of the school moneys, and is chairman of the committee of Regents on teachers' classes in the academies. No military system of supervision even in the Napoleonic era was more complete and more readily managed by an individual head than is the Department of Public Instruction of the State of New York.

There are 114 school commissioners, elected every three years by separate ballot, and receiving each from the State a salary of \$1,000 per annum. The school commissioner visits and examines the schools in his district as often in the year as may be practicable, advises with and counsels the trustees and other school officers in relation to their duties and particularly as to the construction, heating and ventilation of school buildings; examines and licenses teachers; reports every year to the State Superintendent, and apportions the school moneys. In cities, the duties of school commissioner devolve upon city superintendents. There are 11,180 school districts in the State, excluding cities, in each of which one or three trustees, a district clerk and a collector are elected. The people of each district are authorized to vote the necessary taxes for school apparatus, text-books, library and other school requirements. The trustees are empowered to call special meetings of the inhabitants of their districts; to make out a tax-list of every district voted by a meeting; to issue a warrant to the collector of the district for collection of school moneys; to purchase, lease or build schoolhouses and keep them in repair; to employ teachers and pay them their salaries. They report to the school commissioner each year, setting forth all matters of interest connected with the schools of their districts. The town clerk of each town keeps a record of the apportionment of the school moneys among the districts, and also all other necessary records of the schools. The county treasurer receives from the State Treasurer the amount of public money apportioned to the county by the State Superintendent. He pays over

to each supervisor the share of each town, the latter disbursing it on the orders of the trustees of the several districts.

The schools of the cities of the State are controlled by boards of education, subject only to the general statutes of the State upon education. The State Superintendent of Public Instruction exercises general supervision over the city schools as well as over those in towns, in accordance with the general statutes of the State upon education. Including cities there are 11,785 school districts in the State.

The school district is the smallest territorial subdivision of the State. It is formed by the school commissioner, who makes an order defining its boundaries, and files it in the office of the town clerk of the town or towns in which it is situated. A joint district is one that lies partly in two or more counties. A neighborhood is a small subdivision whose inhabitants are permitted to send their children to a school in an adjoining State. Union free school districts are formed under the law that authorizes the inhabitants, lawfully assembled in district meeting, to organize in a district comprising more territory and inhabitants, and possessing more enlarged powers than an ordinary district.

### The State School Moneys.

The common schools derive their State sustenance from three sources—the Free School Fund, the Common School Fund and the United States Deposit Fund. The first of these funds consists of the amount raised annually by tax for schools, the rate being fixed by the Legislature every year. The first State tax was a fixed sum, and was changed after five years' trial to a certain rate on each dollar of valuation. The rate at first was three-fourths of a mill, but after the abolition of the district rate bill the tax was increased to one and one-fourth mills. The Legislature at length settled upon the rate of one mill on the dollar, which, on account of the increased valuation, yielded more than the mill and a quarter in previous years. The annual appropriation from the Free School Fund for the support of the common schools is now \$3,500,000. From the same fund is also appropriated this year \$235,300 for normal schools, \$60,000 for training classes, \$30,000 for teachers' institutes, \$115,500 for school com-

missioners' salaries and \$5,200 for school registers. Thus, the total amount of appropriation this year from the Free School Fund for school purposes is \$3,946,000.

The Common School Fund is the outcome of the sale of State lands. In 1805 the Legislature passed an act providing that "the net proceeds of 500,000 acres of the vacant and unappropriated lands of the people of this State, which shall be first sold by the Surveyor-General, shall be and are hereby appropriated as a permanent fund for the support of common schools." When the annual revenues from this fund reached \$50,000, in 1815, the first distribution was made. The capital of the fund at its beginning in 1805 amounted to \$59,000. It is now \$4,348,140. The Constitution of 1846 made the capital of the fund inviolate, with a broad, unrestricted declaration that the proceeds of all lands belonging to the State should, as a part of the capital fund, be preserved inviolate. The annual appropriation to the common schools from the revenues of this fund is \$170,000. The sum of \$6,000 is annually appropriated from this fund for Indian schools.

The United States Deposit Fund originated in the distribution for safe keeping among the States of the surplus revenues in the United States treasury. This has been an inviolate deposit ever since, the capital not to be used by general or State government. The portion received by New York amounted to \$4,000,000. The Legislature apportioned this amount among the counties of the State, according to population. The apportionment to each county was placed in the hands of two loan commissioners appointed by the Governor, whose duty it was to invest it to the best possible advantage. From 1838 to 1881 the sum of \$165,000 was appropriated from this fund for the support of common schools. For the past twelve years the annual appropriation has been \$75,000, of which \$55,000 are for school libraries, and \$20,000 for supervision. Until the present year \$30,000 were appropriated from this fund for teachers' training classes.

The apportionment of the school moneys is made by the Superintendent of Public Instruction as follows: Cities and incorporated villages of not less than 5,000 population, and union free

school districts, employing a superintendent, \$800, with \$500 for each additional Member of Assembly from a city; \$4,000 for a contingent fund; Indian schools, according to number of teachers and population; \$100 for each qualified teacher, and the remainder of the school moneys, according to population.

The money appropriated by the State, large as the sum may appear, only pays about one-fifth of the expenses of the common schools, the other four-fifths being raised by local taxation. The entire amount expended during the past fiscal year for the maintenance of public educational interests directly connected with this Department was \$19,035,568.06.

### Teachers' Institutes.

The first teachers' institute in this State was opened at Ithaca on April 4, 1843, under the supervision of Superintendent J. S. Denman, of Tompkins county, assisted by Salem Town, Jas. B. Thomson and Rev. David Powell. Twenty-eight teachers were in attendance, and instruction was given daily for a period of two weeks. In the fall of that year several institutes were opened in different sections of the State. In two years, in no less than seventeen of the largest counties, institutes were established, and over 1,000 teachers received instruction. They marked a new era in the history of popular education in New York. In 1847 the sum of sixty dollars was required to be annually appropriated from the income of the United States Deposit Fund for the use and benefit of each institute. There is nothing in the eventful history of the common schools in this State that shows such wonderful powers of development as the teachers' institute. It has been well termed a temporary normal school, an essential agency in the preparation of good teachers. Superintendent Rice thus explains the usefulness of such institutions: "It is a well-known fact that those who follow teaching for any considerable time are liable to become stereotyped and opinionated. These tendencies are counteracted at the institute. The more mature in years and experience are led, by a mutual interchange of opinions and sentiments, to abandon many false theories and

practices, and to adopt others whose proper application in their schools awakens their ingenuity, and enforces thought and research to which they have not before been accustomed; while the younger class of teachers acquire a certain amount of knowledge of their practical duties which they have no other opportunity to learn, and are also matured in their purpose to devote themselves zealously and cheerfully to their new vocation." During the past year 128 teachers' institutes were held, at which 17,571 teachers attended, with a total aggregate attendance of 84,986 days. The popularity of the institutes seems to be growing each year. The conductors are exceptionally able men, and they have been capably assisted by other distinguished educators. A notable feature of the institutes in late years has been the lectures with stereopticon views prepared by the American Museum of Natural History under the direction of the State Superintendent of Public Instruction. There is a constant, steady advance in the usefulness of those institutes, and new features are being constantly introduced. The law requires that every school commissioner, at least once in every year, shall organize in his own district, or in concert with one or more commissioners in the same county, a teachers' institute, and to induce, if possible, all the teachers in his district to be present and take part in its exercises. The closing of a school by a teacher during the time of the institute does not vitiate the contract for teaching, or forfeit any portion of the teachers' salary. Trustees are directed to allow teachers for the time they have spent at institutes. All schools in school districts, not included within the boundaries of a city, shall be closed, while the institute in the county in which such schools are situated, is being held. The sum of \$30,000 is appropriated annually by the Legislature to pay the expenses of teachers' institutes.

### Teachers' Training Classes.

The academies were the nurseries of the teachers' training classes. Governor DeWitt Clinton gave the first impetus to this indispensable branch of our common school system in his message to the Legislature in 1828. It was necessary to correct the serious

deficiency in the supply of competent teachers that existed, and to devise means by which persons should be adequately instructed and prepared for the noblest of professions. General Dix recommended liberal appropriations for that purpose from the literature fund, and the establishment of teachers' seminaries. Training classes were at an early date organized in the various academies and seminaries, and to-day they form valuable auxiliaries to the normal schools. By 1864 the system had developed so far that teachers' classes had been formed in eighty-four academies, in which, during that year, 351 male and 1,292 female pupils had been instructed in the science of teaching. During the past year 159 classes instructed 2,530 pupils, the money apportioned being \$34,386. Every institution is allowed one dollar per week for each pupil instructed for each term of not less than sixteen nor more than eighteen weeks. Not less than ten nor more than twenty-five pupils can be admitted to a class, and no institution can be allowed more than \$350 for any one term. The allowance of money depends upon the number of pupils and weeks taught. The Department of Public Instruction has unrestricted jurisdiction over the training classes in private academies and seminaries, and naturally over union schools where such classes are also held. The sum of \$60,000 was appropriated from the free school fund by the Legislature this year for the maintenance of teachers' training classes.

#### District School Libraries.

To General Dix we owe the creation of district school libraries. During Governor Marcy's administration an act was passed, in accordance with the recommendation of General Dix, authorizing the taxable inhabitants of the several school districts to impose a tax, not exceeding twenty dollars for the first, and ten dollars for each succeeding year, for the purchase of a district library.

General Dix, who was then Secretary of State and Superintendent of Common Schools, and who first broached the subject of district libraries, made an eloquent appeal for this admirable means of promoting education. "Common school libraries," he said, "are, in the strictest sense of the word, institutions for the

benefit of the people. They are, like the common schools, among the most effectual means of correcting, so far as human regulations can correct them, those qualities of condition which arise from superior advantages of fortune." In 1838 the Legislature appropriated from the United States Deposit Fund \$55,000 for the purchase of suitable books for the several district libraries. That appropriation has been made annually ever since, the law being amended in requiring each district to raise an amount of school library money equal to that which it receives. Through the eloquent appeals and personal exertions of Governors, State Superintendents and other public-spirited friends of education the district libraries grew in numbers and usefulness in spite of the tendency at times of trustees and other school officers to divert the money appropriated for the purpose to make up deficiencies in teachers' salaries.

"The diffusion of a million of useful books," remarked Superintendent Young, "through all the various portions of this great community, although many of them at present may fall in sterile places, can not ultimately fail to produce a rich compensating reward." Selections for the district libraries are made from the whole range of literature and science, with the exception of controversial books, political and religious history, biography, poetry; philosophy, mental, moral and natural; fiction—indeed, every department of human knowledge contributes its share. By means of this diffusive benevolence, the light of knowledge penetrates every portion of the State, and the sons of our farmers, mechanics, merchants and laborers have daily access to many well-selected books, of which, but for this sagacious policy, a majority of them would never have heard." Yet it has been an almost hopeless work to keep the district libraries from depreciating, owing to the carelessness or indifference of many local school officers. It was a blunder in the beginning on the part of the State, which was tardily remedied, to permit the library money to be used for other purposes, and for not holding those in charge of the libraries to a strict accountability for their good preservation. The law has been amended since, and now the library money must be

sacredly applied to the purchase of books. The district library system seems to have culminated in 1853, for since that period its decline has been uniform and rapid. To-day the number of volumes in these libraries is but half of that of 1853. Apart from the pernicious practice of diverting money appropriated for school libraries, their decline may have been accelerated by the diffusion of cheap literature and the marvelous growth of newspapers, many of which contain nowadays more information on certain subjects than could be found in the old text-books. The district libraries served their purpose in their day, when sources of knowledge were scarce. It may be that the law passed last year restraining the diversion of the library money, prohibiting the loaning of books and appointing teachers as librarians, will stop the decline of the libraries.

At all events the State should not expend a dollar for libraries except those connected with the common schools. Any appropriation beyond the one legitimate use of libraries is either inexcusable extravagance or catering towards personal and local ends.

#### Normal Schools.

The comprehensive mind of DeWitt Clinton first grasped the idea of elevating the standard of the teacher by higher qualification requirements, and with characteristic directness he pointed out to the Legislature the only practical way in which that idea could be made a reality, namely, a seminary solely for the education of teachers. The entire scheme and purpose of the normal school was distinctly shadowed forth by that eminent statesman. Although much was to be accomplished before Governor Clinton's recommendations could be carried out, the seed of profound educational statesmanship fell on fruitful soil. Shortly after his death a memorial was presented to the Legislature which embodied his views in still more direct terms, by recommending the establishment of three or more State normal schools for the education and preparation of teachers. At the State convention of county superintendents at Utica, in 1842, the subject of normal schools was exhaustively treated, and the current of public opinion ran

swiftly in that direction. But even among some of the most loyal friends of education half a century ago there were what we would now term unreasoning prejudices against normal schools. They doubted the feasibility of teaching by precept the details of school-room management, and regarded with dismay the cost of such institutions to the State. It has ever been a most difficult task to convince legislators of the necessity of providing a sufficient number of normal schools for the constantly growing educational needs of the State. The establishment of the first normal school was an experiment, and for nineteen years it was the only institution of the kind in the State. Its success convinced the Legislature that similar training schools, organized and conducted with special reference to the object in view, were the proper institutions to educate teachers for the public schools. Oswego was chosen as the home of the second normal school, and in 1866 a law was passed authorizing and directing the Governor, Lieutenant-Governor, Secretary of State, Attorney-General, Treasurer, and Superintendent of Public Instruction, to act as a commission to locate six other schools. Then there broke out a storm of opposition from the private academies, which had quickly discovered that their influence and emoluments were decreased by the new rivals. Efforts were made to cripple the normal schools, and lobbying in the Legislature was freely resorted to for that purpose. It has been justly said that many bitter controversies of this kind have resulted from the bad policy of the State that not only tolerates, but partially supports, two conflicting systems of education. If all the schools of every grade, which the State to any extent supports, were associated in one homogeneous system, and the appropriations of the State confined to that system, there would be no ground for conflict. The normal schools have long outgrown envy and prejudice, and are now immovably fixed in the confidence and affection of the people. There are at present eleven normal schools, and the law passed during the last session of the Legislature will add another to the list. It will be built at Jamaica, Queens county.

## ALBANY.

The Albany Normal School was organized under an executive board, consisting of the following distinguished educators: Superintendent of Common Schools Samuel Young, Rev. Dr. Alonzo Porter, Rev. Dr. William H. Campbell, Gideon Hawley and Francis Dwight. The faculty, at the opening of the school on December 18, 1844, was as follows: David P. Page, principal; George R. Perkins, professor of mathematics; Frederick I. Ilsley, teacher of music; J. B. Howard, teacher of drawing; Merritt G. McKoon, professor of natural sciences. The school opened with twenty-nine pupils, but in a short time there were nearly 100 in attendance. The wisdom of the action of the State in putting the normal school idea in practical shape was soon apparent in the tone, strength and vigor given to the schools by distributing throughout the State teachers who were thoroughly instructed. In the first three years of the Albany Normal School, 421 of its pupils were employed as teachers. This was sufficient encouragement for the Legislature to effect the permanent establishment of the school on a more liberal basis. It successfully passed the period of probation, and entered upon an exceptionally brilliant career, which has culminated in its advancement to the position of State Normal College, and the most complete system of normal training that has yet been devised. A model school is organized and maintained in the college that students may have an opportunity for observing the successful application of the methods of teaching, and that they may have an opportunity to display their knowledge of the subjects taught and their skill in teaching and managing pupils.

The present faculty consists of the following: William J. Milne, Ph. D., LL.D., president, professor of philosophy of education and school economy; A. N. Husted, professor of mathematics; W. V. Jones, principal of high school department (model school), professor of German; F. J. Bartlett, professor of ancient languages; E. W. Wetmore, professor of natural sciences; S. B. Belding, professor of vocal music; Kate Stoneman, teacher of drawing and penmanship; Mary A. McClelland, teacher of

English grammar and history; Mrs. Margaret Sullivan Mooney, teacher of elocution, rhetoric and English literature; E. Helen Hannahs, teacher of natural sciences and French; Mrs. Sara F. Bliss, teacher of elementary methods; Clara M. Russell, elementary methods and criticisms; Edith Bodley, secretary; Ellen J. Pearne, principal of grammar department (model school); Anna E. Pierce, principal of primary department (model school); Ida M. Isdell, principal of the kindergarten; Helen L. Sewell, assistant in the kindergarten. Attendance last year, 666.

#### BROCKPORT.

The Brockport Normal School, in Monroe county, was formally opened on April 17, 1867, when a short session of ten weeks was begun. The first regular school year commenced September 4, 1867. During that school year there were in attendance 157 pupils. The first appropriation was \$12,000. The first local board was composed of the following persons: Dr. M. B. Anderson, Jerome Fuller, Thomas Cornes, Henry W. Seymour, Augustus F. Brainard, Byron E. Huntley, Daniel Holmes, Eliphalet Whitney, John A. Latta, Timothy Frye, J. Durward Decker, Joseph A. Tozier and Elijah C. Chriswell. The members of the original faculty were: Professor Malcolm McVicar, principal; C. D. McLean, Oliver Arey, Mrs. H. E. G. Arey, preceptress; Sarah M. Efner, Lucy A. Mead, Helen Roby, Luccena J. Grant, Sarah Haskell, Elizabeth Richmond, Martha Stark, Fidelia C. Alling and William J. Milne. Two other teachers, Miss M. J. Thompson and Miss C. Minerva Chriswell, were added to the faculty July 12, 1867.

The local board at present consist of Daniel Holmes, John H. Kingsbury, Eliphalet Whitney, Joseph A. Tozier, Thomas Belden, Elijah Chriswell, Edgar Benedict, John D. Burns, Henry S. Madden, Henry Harrison, Thomas H. Dobson.

The faculty is constituted as follows: Charles D. McLean, A. M., LL. B., principal; W. H. Lennon, C. D. Seeley, C. W. Smith, A. Tooley, Mary P. Rhoades, C. Minerva Chriswell, Jane E.

Lowery, Margaret J. Thompson, Sarah M. Efner, Elizabeth S. Richmond, Emma L. Randlett, Flora C. Willsea, Fanchon W. Smith, Mary A. Cady, Louise C. Williams, Josephine Twichell, Mary O. White. Attendance last year, 790.

#### BUFFALO.

This school first opened September 13, 1871, with an appropriation of \$18,000, since increased to \$19,000. Ninety-four pupils were registered the first year. The members of the first local board of the Buffalo Normal and Training School were: N. K. Hall, chairman; William H. Greene, secretary; Joseph Warren, treasurer; Thomas F. Rochester, Francis H. Root, Grover Cleveland, Albert H. Tracy, Henry Lapp and Allen Porter. The original faculty consisted of the following: Henry B. Buckham, principal; William B. Wright, George Hadley, Calvin Patterson, David S. Kellicott, Charles M. Sykes, Mark M. Maycock, Laura G. Lovell, Susan Hoxie, Sarah Bostwick and Mary J. Harmon. The present local board consists of S. M. Clement, president; D. F. Day, vice-president; P. P. Pratt, treasurer; C. W. Goodyear, G. C. Greene, Wm. Hengerer, Henry Lapp, D. H. McMillan, and Thos. Lathrop. The present faculty is: Jas. M. Cassety, A. M., Ph. D., principal; M. A. G. Meads, mathematics; M. M. Maycock, drawing and physical geography; I. P. Bishop, natural sciences; W. L. Sprague, Latin and Greek; Joseph Mischke, music and German; Anne K. Eggleston, methods and head critic; Mary Wright, arithmetic and algebra; Isabelle Gibson, French and general assistant; May L. Perry, reading, elocution and gymnastics; Laura E. Sprague, rhetoric, English literature and history; Helen G. Burch, grammar and composition. Attendance last year, 683.

#### CORTLAND.

The Cortland Normal School organized in 1868, under the general act of two years before. It opened on March 3, 1869. The members of the original local board were: Henry S. Randall, president; R. H. Duell, secretary; Charles C. Taylor, treasurer; Arnold Stafford, Horatio Ballard, F. Hyde, Henry Brewer, Norman Chamberlain and William Newkirk.

The members of the original faculty were: James H. Hoose, principal; Norman F. Wright, Frank S. Capen, Thomas B. Stowell, Martha Roe, Helen E. M. Babcock, Martha E. Couch, Marianna Bates, Lemoyne A. Hoose, Helen K. Hubbard, Margaret Hunter and Charles A. Fowler.

The amount appropriated by the State the first year was \$7,660.87. For the next fiscal year it will be \$20,685. The number of pupils during the first year was 782. The present local board is as follows: W. H. Clark, chairman; John W. Suggett, secretary; L. J. Fitzgerald, treasurer; J. S. Squires, T. H. Wickwire, I. T. Deyo, Hugh Duffy, O. U. Kellogg and Salem Hyde. The present faculty is: Francis J. Cheney, A. M., Ph. D., principal; Darwin L. Bardwell, natural sciences; Welland Hendrick, mathematics; Clara J. Robinson, gymnastics, civics and school law; Mary E. Trow, history and English; Mary F. Hendrick, rhetoric, reading, elocution and English literature; Clara E. Booth, geography, French and German; Carrie D. Halbert, vocal music and methods in music; Mary Lurena Webster, English, Latin and science; Margaret H. Hooker, industrial drawing; Thomas J. McEvoy, principal, and critic in intermediate department; Maria W. Bishop, methods, and critic in intermediate department; Mary L. Eastman, principal, and critic in primary department; Sara A. Saunders, methods, and critic in primary department; Jas. E. Banta, Latin and Greek; Martha Roe, methods, and superintendent of practice. Attendance last year, 839.

#### FREDONIA.

The Fredonia Normal School opened on February 17, 1868, with an annual State appropriation of \$13,000, which has since been increased to \$19,500. The new building to which the school was removed in the fall of its first year cost the village of Fredonia about \$100,000. The school was at first placed under the direct and exclusive control of State Superintendent Weaver. The first local board consisted of: Geo. R. Barker, president; A. W. Johnson, Horace White, A. Z. Madison, Addison Cushing, Orson Stiles, H. C. Lake, Simeon Savage, Albert H. Judson, Wil-

lard McKinstry, Spencer L. Bailey, S. M. Clement, Albert Hawood, L. L. Pratt and Lucius Hurlbut. The teachers of the first year were: Joseph S. Allen, principal; H. P. Perrin, Lucy M. Washburn, Mary Wright, F. B. Palmer, Helen S. Wright, Ellen Seaver, Geo. P. Clark, Mrs. Z. G. Carruth and Ellen Carter. The number of pupils attending the first year was 527.

The present local board is as follows: L. Morris president; Louis McKinstry, secretary; P. H. Stevens, M. M. Fenner, F. C. Chatsey, C. L. Mark and F. R. Green.

The present faculty consists of: Francis B. Palmer, Ph. D., principal; M. T. Dana, vice-principal; A. Y. Freeman, superintendent of practice and principal of intermediate department; T. C. Burgess, ancient languages; F. N. Jewett, natural sciences; Elizabeth Richardson, methods and essays; Anna McLaury, rhetoric and English language, and literature; Mrs. Georgine Dewey-Clothier, vocal music; Jeannie E. Kinsman, principal of primary department; Florelle Hovey, elocution and reading; Jessie Hillman, piano; Minnie Archibald, critic in intermediate department; Nellie F. Palmer, critic in primary department; Mrs. Angie Bunnell, painting; Carrie Livermore, assistant in mathematics; Julia J. Shepard, drawing; Ruth English, critic in primary department. Attendance last year, 632.

#### GENESEO.

The Geneseo (Wadsworth) Normal School opened September 13, 1871, with a State appropriation of about \$18,000, which is now increased to \$21,000. The original local board of the school consisted of the following persons: General James Wood, president; W. E. Lauderdale, secretary; Hezekiah Allen, treasurer; Scott Lord, Daniel Begelow, Solomon Hubbard, A. J. Abbott, Colonel Rorbach, J. W. Wadsworth. The original faculty consisted of the following: William J. Milne, principal; Jerome Allen, R. A. Waterbury, J. B. Gorham, Helen Roby, L. N. Van Husen, Emeline S. McMaster, Mrs. Sarah Fletcher, Delia M. Van Derbelt, Glora F. Bennet, Delia M. Day, Mary E. Parks and Lizzie Killip. The number of pupils in attendance during the first year was 682. The present local board is follows: W. E. Lauderdale, presi-

dent; C. W. Fielder, treasurer; W. E. Lauderdale, W. A. Brodie, secretaries; A. J. Abbott, Colonel Rorbach, S. Hubbard, J. W. Wadsworth, Colonel Strang, W. A. Wadsworth. The present faculty is as follows: John M. Milne, A. M., Ph. D., principal; Reuben A. Waterbury, mathematics and methods; Hubert J. Schmitz, natural sciences; Frank E. Welles, ancient languages; Myra P. Burdick, rhetoric and literature; Jennie C. Coe, algebra and methods; Mrs. Emeline S. Curtiss, grammar and history; Mary E. Burns, botany, geography and composition; Mrs. Phebe B. Hall, superintendent of intermediate department; Elizabeth McBride, critic in intermediate department and methods; Sara A. Goheen, superintendent of primary department; Elizabeth V. Rorbach, critic in primary department; Helen E. Angell, drawing and painting; Sarah Perry, elocution; Mrs. Louise M. Abbott, French and German; Mary E. Parks, vocal music; Mrs. J. L. Fraley, instrumental music; Julia R. Bailey, algebra and methods. The attendance at this school last year numbered 535 pupils in the normal department, seventy-eight in the academic, and 345 in the school of practice; in all, 758.

#### NEW PALTZ.

This normal school opened February 15, 1886, with an appropriation of \$18,000, now increased to \$19,000. The first and only local board was as follows: Albert K. Smiley, president; Solomon Deyo, secretary; Charles W. Deyo, treasurer; Alton B. Parker, Jacob LeFevre, George H. Sharpe, Josiah J. Hasbrouck, Jacob D. Wurts, Lambert Jenkins. The original faculty was as follows: Eugene Bouton, principal; Henry A. Balcom, Daniel Smiley, John E. Woodhull, Mrs. Lulu C. Balcom, Miss Clara French and Alfred B. Sherwood. The number of pupils, first year, was 187.

The present faculty is as follows: Frank S. Capen, A. M., Ph. D., principal; Henry L. Griffis, natural sciences; Cassius J. Keyser, mathematics; Villa F. Page, methods and elocution; Isabel N. Tillinghast, English language and literature; K. A. Gage, ancient languages; Mary L. Freeman, modern languages and history; Sara E. Dillon, drawing and physical culture; Kate M. Denison,

methods, and principal of intermediate department; Franc M. Witter, methods, and principal of primary department; Anna M. Reed, vocal music and assistant in school of practice; Charlotte E. Reeve, critic in intermediate department; Ada E. Cole, critic in primary department; Josephine Lindholm, instrumental music. The attendance of pupils last year was 520.

#### ONEONTA.

The Oneonta Normal School opened on September 4, 1889. The annual appropriation for maintenance for one year and one-tenth of a year was \$19,000. The appropriation for the fiscal year, commencing October 1, 1892, is \$22,000. The number of students enrolled during the first year was 349.

The local board, originally appointed September 7, 1887, consisted of the following: William H. Morris, president; Eugene Raymond, secretary; James Stewart, treasurer; Frank B. Arnold, George I. Wilber, Walter L. Brown, Willard E. Yager, Reuben Reynolds, Charles D. Hammond, Frederick A. Mead, Samuel M. Thurber.

The faculty, as confirmed by the Superintendent of Public Instruction April 18, 1889, was as follows: James M. Milne, principal; Percy I. Bugbee, Charles N. Cobb, William M. Aber, Edwin F. Bacon, E. P. Russel, Elizabeth Weingand, Harriet T. Sanford, Elizabeth B. McLelland, Mrs. Helen E. Carpenter, Anna Gertrude Childs, Grace Bell Latimer, Frances A. Hurd, Mary E. Gillis. Of the original local board three members, Messrs, Stewart, Arnold and Thurber have died or resigned and their places have been filled by David Whipple, H. D. Nelson and Hobart Krum.

The present faculty is as follows: James M. Milne, A. M., Ph. D., principal; Percy I. Bugbee, mathematics; Charles N. Cobb, sciences; Edwin F. Bacon, modern languages; Vernon P. Squires, ancient languages; Elizabeth Weingand, methods, grammar, and superintendent of training department; Anna Gertrude Childs, music, English and criticism; Alice Gray Bothwell, literature, rhetoric and history; Harriet A. Gates, methods, drawing and

criticism; Winifred Parsons, elocution, expression and physical culture; Grace Bell Latimer, civics, school law and principal in intermediate department; Frances A. Hurd, penmanship and criticism; Gertrude M. Stewart, physical geography and principal in primary department; Elizabeth R. Hull, methods and criticism. The attendance of pupils last year was 596.

#### Oswego.

The success of the Albany Normal School led to the establishment of a similar institution at Oswego, but so conservative and timid were our lawmakers that it took nearly twenty years to convince them that normal schools would be valuable auxiliaries to the promotion of public instruction.

The Oswego school was organized on the 1st of May, 1861, as a city training school. There were but nine regular pupils in the class and but one teacher, and there was absolutely no appropriation for it, either by the city board of education or by the State. In 1863 a small appropriation of \$3,000 was voted by the State to aid in the support of the school. By some flaw in the act the school received no portion of the money. No local board was appointed until May 11, 1867. At that time Superintendent Rice appointed the following members as a local board: Delos Dewolf, Daniel G. Fort, Samuel B. Johnson, David Harmon, J. M. Barrow, Gilbert Mollison, Benjamin Doolittle, Theodore Irwin, John K. Post, Abner C. Mattoon, Thomson Kingsford, Thomas S. Mott and Robert F. Sage, thirteen in all. The number of pupils registered in that year, 1867, was 283. The faculty included the following persons: E. A. Sheldon, J. W. Armstrong, Hermann Krusi, I. B. Poucher, E. J. Hamilton, C. C. Curtiss, Emily A. Rice, Matilda S. Cooper, Mary H. Smith, Elen Seaver, Mary E. Perkins, Edward Trowbridge, A. T. Randall, Sarah J. Armstrong, Delia S. Lathrop, Martha McCumber, Tille C. Staats and Kate Davis, eighteen in all. The State appropriation for 1867 was \$13,403.69. The school received from the city during the year, in addition to the State appropriation, \$2,303.85, making

as a total amount, \$15,706.54. The local board at present is Theodore Irwin, treasurer; John Dowdle, secretary; Benjamin Doolittle, Abner C. Mattoon, Edwin Allen, George B. Sloan, John C. Churchill, John A. Place, Alanson S. Page, Frederick O. Clarke, S. Mortimer Coon.

The present faculty is as follows: E. A. Sheldon, A. M., Ph. D., principal; I. B. Poucher, arithmetic, algebra, geometry and trigonometry; A. W. Norton, ethical training, reading, vocal music and superintendent of the school of practice; J. W. Stump, botany, familiar science, geology and mineralogy, astronomy, chemistry and physics; Margaret K. Smith, philosophy and history of education, grammar, English language, plants; Caroline L. G. Scales, history, literature, rhetoric and composition; Sarah J. Walter, geography and methods of teaching the same, arithmetic methods and school of practice; W. R. Bishop, Latin, German and gymnastics; Mary N. McElroy, school of practice and composition and rhetoric; Amanda P. Funnelle, principal of kindergarten department; Anna Flynn, physical culture and primary and kindergarten departments; Mary L. O'Geran, school of practice; C. F. Hoick, Josephine C. Bunker.

The attendance last year numbered 382 pupils in the normal department and 479 in the school of practice. The State appropriation for next year is \$21,000.

#### PLATTSBURGH.

The Plattsburgh Normal School opened September 3, 1890, with an appropriation of \$85,000 for the erection of the building and for furniture. The number of students enrolled was 113 in the normal department and 122 in the practice department.

The original board of managers consisted of: Alfred Guibord, Everett C. Baker, Smith M. Weed, Alexander Bertrand, Henry G. Burleigh, Charles F. Hudson, S. Alonzo Kellogg, Rowland C. Kellogg, Stephen Moffitt, William P. Mooers, John B. Riley, Lucien L. Shedd, William C. Stevens. The board remains the same with the exception of Mr. Weed, who has been succeeded by his son, Hon. George S. Weed.

The faculty at the opening of the school was: Fox Holden, principal; Myron T. Scudder, George H. Hudson, George K. Hawkins, Thankful M. Knight, Mary W. Lyon, Alice L. O'Brien, Helen M. Palmer, Sara J. Stewart, Eliza Kellas, Elizabeth B. Garrity, Kate S. Woodruff.

The present faculty is as follows: Edward N. Jones, principal; George H. Hudson, vice-principal, natural science; George K. Hawkins, mathematics; D. A. Lockwood, methods; Eleanor A. M. Gamble, Greek and Latin; Helen M. Palmer, French and German; Theodora Kyle, history and literature; Alice E. O'Brien, elocution and physical culture; S. Mae Hapgood, music; Kate S. Woodruff, form study, drawing and penmanship.

The faculty of the school of practice consists of: Eliza Kellas, principal and critic; Lucy E. Tracy, critic; Louise A. Perry, critic.

The present State appropriation for this school is \$20,800. The attendance last year was 142 normal students and 156 model school pupils.

#### POTSDAM.

On April 27, 1869, the Potsdam Normal School became a reality, two years after the passage of the act authorizing it. It achieved popularity from the beginning, and had 328 pupils during the first year. The annual appropriation was at first fixed at \$12,000. For the coming fiscal year it will be \$23,500.

The first local board was as follows: Henry S. Watkins, president; Chas. O. Tappan, secretary; Jesse Reynolds, treasurer; Aaron N. Duning, Geo. Ormiston, Noble S. Elderkin, Eben Fisher, John I. Gilbert, Roswell Pettibone.

The original faculty was as follows: Malcolm McVicar, principal; George H. Sweet, Henry L. Harter, E. D. Blakeslee, Gilbert B. Manley, Robert H. Dutton, M. Annie Allen, Ellen J. Merritt, Lucy A. Leonard, S. Julia Gilbert, Helen S. Wright, Sybil E. Russell, Amelia Morey, Eleanor E. Jones, Florinda E. Williams, Eunice J. Merriam.

The local board at present consists of the following: General E. A. Merritt, president; J. G. McIntyre, secretary; G. Z. Erwin,

treasurer; Jesse Reynolds, John I. Gilbert, A. G. Gaines, Geo. H. Sweet, William R. Weed, Hon. John A. Vance.

The present faculty is as follows: T. B. Stowell, A. M., Ph. D., principal; Amelia Morey, English language and methods; Warren Mann, natural science and methods; Edward W. Flagg, history, English literature and rhetoric; Ida B. Steyer, French and German; Jane F. Butrick, principal primary department; J. Ettie Crane, vocal music and methods; Fred. L. Dewey, Greek and Latin; Freeman H. Allen, arithmetic, American history and methods; Minnie R. Lucas, reading, elocution, physical culture and methods; A. W. Morehouse, mathematics, geology and geography; Stansbury Gorse, drawing and methods; Sarah V. Chollar, botany, composition, school law and methods; A. A. Woodward, principal intermediate department; James M. Graves, Composition, preparatory branches and methods; F. E. Hathorne, piano, organ, harmony; Mrs. F. E. Hathorne, assistant piano; Henry A. Watkins, leader of orchestra; Grace T. Howe, assistant vocal music.

The number of pupils that attended this school last year was 989.

#### Indian Schools.

In 1856, under the provisions of an act of the Legislature, schools for the instruction of Indian children were organized on the Onondaga, Cattaraugus, Allegany and St. Regis reservations. Two years later the Shinnecock Indians on Long Island were favored in like manner. In 1870 there were twenty-six Indian schools, thirty-nine teachers, of whom seventeen were Indians, and 1,000 pupils.

The Department of Public Instruction has been charged for the past thirty-seven years with the duty of providing instruction for Indian children living upon reservations within the borders of the State. Liberal appropriations have been made towards that end from time to time by the Legislature. The bounty of the State has not been expended in vain, for the condition of those who have availed themselves of the educational opportunities offered them has been much improved. The first report upon Indian schools was made in 1857, when there were 1,658

Indians of school age, between four and twenty-one years within the borders of the State. The attendance at the newly established schools was very small. In 1867, after ten years' trial, the schools increased to twenty-six, with an aggregate attendance of 968, and an average session of twenty-seven weeks. The attendance was less than twenty-five per cent of the whole number of Indian children.

There are at present six reservations—Allegany and Cattaraugus, Onondaga, St. Regis, Shinnecock and Poospatuck, Tonawanda and Tuscarora. On these six reservations are 1,553 children of school age, of whom 953 attended school during a portion of last year, the average daily attendance being 378. There were twenty-nine teachers, and the entire expense of the Indian schools for the year was about \$9,519. The Legislature this year has liberally provided for necessary improvements in the condition of these schools. The principal drawback to the success of Indian schools is the unconquerable thriftlessness and disinclination for any regular work on the part of the Indian. The reservation system tends to perpetuate and intensify this shiftlessness and laziness, and it is very difficult to instil any degree of interest for the schools in the breasts of the Indians. Many of the head men on the reservations are opposed to schools, as they think they tend to lessen their influence and enlighten and civilize the children. Until tribal relations and reservations are abolished, it is hopeless for the Indian to advance and take his place as a valuable member of the commonwealth.

### **Compulsory Education.**

The question of compulsory education has occupied, for many years, the most earnest attention of thoughtful men, and as time rolls on it becomes more pressing and of greater importance. The chief commercial State of the Union, the principal gate-way through which the vast stream of immigration pours into the country, requires, beyond all others, the safeguard of universal education to enable it to blend and assimilate heterogeneous foreign elements with our advanced civilization and destroy the noxious weeds of ignorance which, left unchecked, would choke up

the vigorous growth of enterprise and poison the air of freedom. It is unquestioned that universal education is highly conducive to the welfare of the body politic, and that the State, having adopted a system of free public instruction, and having provided to a great extent for its maintenance, should require the attendance of all children of suitable age, who do not receive instruction elsewhere, in order that the benefits of the schools may be fully realized. How to enforce this principle without unwarrantable interference with the authority of parents and guardians over their children, has been a problem with educators and legislators. It has been truly said that the adaptation of a system of education to the recognized wants and interests of the people, and its moral strength and influence, will do more to decrease truancy and attract children to the schools than any legislative enactments and penalties. The better the schools, the larger the attendance. The greater the improvement in methods of teaching, the less occasion there will be to scour the highways or the streets for pupils. The low per cent of school registration for the cities of the State during the past year, about forty-eight per cent, is due to a large extent to the wide limits of the lawful school age, which stretches out to twenty-one years, at least three years beyond what is necessary. In the cities are, however, large numbers of children of tender years, who never realize the blessings of education, on account of the criminal neglect or selfishness of their parents. In 1874 the compulsory education law first went into operation in New York. It has not accomplished the object for which it was intended, as it has been permitted to remain unenforced, the local authorities being unwilling to court unpopularity and opposition in the attempt to carry out its provisions. There is much need of an efficient compulsory law, although the Legislature seems to be unwilling to take up the subject in the proper spirit. The State has a right to demand from the parent or guardian proper education for the child. The law of 1874 is a very clumsy and impracticable affair, containing many impracticable provisions which render it in the most material points null and void.

### Educational Societies and Conventions.

The first State convention of teachers, under the auspices of the State Teachers' Association, was held at Syracuse, in the summer of 1845, John W. Bulkley being president. It succeeded the State convention of Superintendents, and both meetings were most notable assemblages for educational purposes. The teachers listened to eloquent addresses by Frederick Emerson, of Boston; Professor Simeon North, and C. W. Anthony. This convention established a teachers' journal and gave considerable impetus to the cause of education. The State Teachers' Association has held annual conventions for forty-seven years, and has ever been a most valuable factor in school advance. The council of school superintendents has been held annually for ten years and has contributed valuable assistance to the good work. Then there is the New York State Association of School Commissioners and Superintendents, which has held annual meetings for thirty-eight years, at which most important subjects have been considered. There are many educational societies in more restricted fields of usefulness, but all serve as effective, moral and civilizing forces of the first value in all that concerns the social and mental amelioration of the lot of the people of the State. All of those elements, united to the Department of Public Instruction, are like great mains and service pipes through which the vivifying water of education is laid on into extensive districts, covered with teeming populations, who would, but for such agencies, have perished of mental thirst. They teach the ignorant; they lead into the light those groping in the dark; they fit the rising generation to cope with the new ideas that are constantly springing up and to aid in the great work of educational progress.

### A Noble System.

There is a wide stretch of 260 years from the arrival of Adam Roelandson, the first schoolmaster on our shores, to this Columbian era of national display and rejoicing. The principal educational features of that period have been lightly glanced over in the preceding pages to present a faint outline of a glorious

history which would require many volumes to adequately illustrate. Few primitive communities encountered such discouragements to educational advancement as that founded on the banks of the Hudson, and none met discouragements more valiantly and successfully. Not the greed of the unscrupulous company of traders who first ruled this State, nor the insolent pride and intolerance of the subsequent royal governors, could hinder New York from fulfilling its glorious destiny as first in education, first in enterprise, first in wealth and first in the commerce of the nation. The sunrise of education in this State, over two centuries ago, was full of cloud and doubt and uncertain presages. But the glorious orb has now mounted to the top of its noonday tower, and all clouds are melted away into the blue, while in every part of this broad land, from Lake Erie to Montauk, from the North woods to the Pennsylvania line, the light of education falls on thousands of schoolhouses with their million pupils. But wonderful as the advance in New York in two centuries and a half has been in all educational departments, the exceptional productive and vivifying power that seems to permeate this State in everything it essays in the line of progress, can not fail to bring forth, ere the twentieth century is well advanced, such results in public instruction as will make the ignorant man in New York as extinct as the dodo. The wonderful possibilities of education and the far-distant heights yet unclimbed by our educators, are mirrored with faithful distinctness in the translucent lake of our common school system. We look forward confidently to the day when the system shall pervade every part of the State, as the sole representative of the intellectual needs of the people, controlling colleges as well as country schools, inspiring all within the commonwealth, gathering in all the children of school age, filling the entire territory of the State with schools—to which, as architectural features alone, each locality will point with pride to the inquiring stranger—supplying even the humblest country schools with a corps of trained, zealous teachers, who will look upon teaching as a noble profession, not as a makeshift or stepping-stone to some-

thing else, filling the land with normal schools, teachers' institutes, training classes and educational conventions and societies, and acting as an invigorating elixir to every branch of industrial development within the State. Grand as the present prospect is, when we look around the educational horizon, it is but a small area compared with that which the schools of the future in the Empire State will occupy.

### School Moneys and Attendance.

The following table will show generally by semi-decades the development of our common school system from the earliest suggestions of it, under a free government, down to the present time. The statistics are in some respects incomplete:

	Public moneys expended.	Attendance.
1798*	.....	59,660
1816§	.....	140,106
1820	\$206,348	271,877
1825	161,340	420,000
1830	586,520	500,000
1835	.....	541,000
1840	1,011,873	570,000
1845	1,097,985	736,000
1850	1,884,818	800,430
1855	3,554,587	867,577
1860	3,774,247	867,388
1865	5,735,460	881,184
1870	10,209,978	1,029,852
1875	11,459,353	1,059,238
1880	10,296,977	1,031,593
1885	13,466,368	1,024,845
1890	17,392,472	1,042,160
1891	17,174,835	1,054,044
1892	18,203,988	1,073,093

\* Returns from 16 out of 23 counties.

§ Returns from 36 out of 46 counties.

### General Expenditures for Schools.

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with the State Department of Public Instruction:

For the salaries of common school teachers.....	\$11,621,066	73
For district libraries .....	61,820	20
For school apparatus .....	374,840	35
For buildings, sites, furniture, etc .....	3,925,191	10
For other expenses incidental to the support of common schools .....	2,220,060	18
For teachers' institutes .....	23,510	37
For teachers' training classes .....	39,553	98
For normal schools .....	309,696	93
For Indian schools .....	9,790	96
For American Museum of Natural History.....	12,719	66
For Department of Public Instruction.....	32,571	50
For school commissioners .....	114,000	00
For New York Institution for the Blind.....	83,054	57
For institutions for the deaf and dumb.....	190,765	26
For school registers .....	5,200	00
For Arbor Day .....	913	06
For county treasurers .....	10,813	21
<hr/> Total .....	\$19,035,568	06
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### Common School Statistics.

Number of children of school age in the State.....	1,845,519
Common schools, number of pupils.....	1,073,093
Normal schools, number of pupils.....	7,842
Academies, number of pupils.....	44,875
Colleges, number of pupils.....	9,350
Private schools, number of pupils.....	163,941
Law schools, number of pupils.....	1,000
Medical schools, number of pupils.....	4,274
Teachers, number of .....	32,161

Average annual salary .....	\$467 00
Average weekly salary .....	\$12 62
Number of log schoolhouses.....	41
Number of frame schoolhouses.....	10,127
Number of brick schoolhouses.....	1,532
Number of stone schoolhouses.....	317
Average length of school terms, weeks.....	37

Six counties, Albany, Erie, Kings, Monroe, New York and Westchester, pay \$1,291,344.24 in school taxes more than they receive back from the State. The other fifty-four counties receive for the support of their schools more than they pay the State, the balance being paid by the counties above named.

#### STATE SUPERINTENDENTS.

NAMES.	Residence.	Chosen.
Gideon Hawley.....	Albany .....	January 14, 1818
Welcome Esleeck .....	Albany .....	February 22, 1821

#### *Secretaries of State and Superintendents, ex officio:*

John Van Ness Yates .....	Albany .....	April 3, 1821
Azariah C. Flagg.....	Plattsburgh .....	April 14, 1826
John A. Dix.....	Cooperstown .....	April 1, 1838
John C. Spencer.....	Canandaigua .....	April 4, 1839
Samuel Young .....	Ballston .....	April 7, 1842
Nathaniel S. Benton.....	Little Falls.....	April 8, 1845
Christopher Morgau .....	Auburn.....	November 2, 1847
Henry S. Randall.....	Cortland .....	November 4, 1851
Elias W. Leavenworth .....	Syracuse .....	November 8, 1853

#### *Department of Public Instruction:*

Victor M. Rice.....	Buffalo .....	April 4, 1854
Henry H. Van Dyck.....	Albany .....	April 7, 1857
Emerson W. Keyes*.....	Albany .....	April 9, 1861
Victor M. Rice.....	Buffalo .....	February 1, 1862
Abram B. Weaver.....	Deerfield .....	April 7, 1868
Neil Gilmour .....	Ballston Spa.....	April 7, 1874
William B. Ruggles .....	Bath .....	March 14, 1883
James E. Morrison*.....	New York city .....	January 1, 1886
Andrew S. Draper .....	Albany .....	April 6, 1886
James F. Crooker .....	Buffalo .....	April 7, 1892

\* Acting Superintendents by reason of resignations.

NOTE.—The writer desires to express his acknowledgements for data and information obtained from the valuable works of Broadhead, Howell and Randall and also from the Holland and English Colonial documents on the subjects discussed in the preceding treatise on the Schools of New York.

















